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Education of Children with Disabilities Using ICT

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Abstract. *The use of ICT in a correctional school in teaching students should be oriented towards the main activity of children - the game, therefore, the tasks should be entertaining, game-like, and correspond to intellectual abilities and age needs. The specifics of the teacher's work require an individual approach to each child. Therefore, the teacher is constantly looking for new methods and teaching methods, because they are different for each child. Knowledge of defectology and psychology helps to correctly determine the forms and methods of the lesson depending on the child's condition.*

Key words: *memory, attention, emotional, volitional, visualization, ICT, communication, information acquisition boundaries, messengers, webcams, communities, games, e-mails, Internet.*

Each child is unique, individual and has his own unique abilities. He is constantly learning the world, processing the information that comes to him, and thus gaining new knowledge about the world. A child can be called creative by nature. Some children need additional stimulation, help and support from adults for learning and development. They have specific problems that limit their development abilities, and as a rule, they cannot solve these problems without the help of adults.

For children with disabilities and children with special educational needs, education is the main condition for their effective socialization, successful self-realization in social and professional activities, and full participation in the life of society.

The use of information and communication technologies in the education of children with disabilities helps to reduce the time required for the development and formation of memory, attention and the emotional-volitional sphere; communication skills, language and speech tools. Information and computer technologies allow to implement traditional activities in a new way and, therefore, to solve problems that were not sufficiently effective using previous methods. However, today, taking into account modern realities, the teacher must introduce new ways of presenting information into the educational process. This is especially important in the education of children with disabilities.

New information technologies are being introduced into our lives. Almost every family has a computer. Combining the capabilities of a TV, a video recorder, a book, it becomes a universal toy, becoming an equal partner and friend for a child, capable of very sensitively reacting to his actions and requests, sometimes very rarely.

Children with disabilities are "special" children, whose health prevents them from mastering educational programs outside of special educational conditions. Modern information and communication technologies create fundamentally new opportunities for learning. They can be used at all stages of education: in explaining new material, checking knowledge, consolidating, generalizing and systematizing material.

These tasks are solved using various tools: hardware (computer, printer, scanner, sound recorder, multimedia) and software (virtual designers, simulators, complex educational packages, search engines, the Internet).

The use of assistive technologies in the education of people with disabilities is necessary. This significantly improves the quality of education, but at the same time it is necessary to develop teaching methods that take into account their special educational needs.

Scientifically, the structure of the defect is considered to be primary and secondary disorders. Secondary disorders occur when primary disorders occur. They lead to difficulties in acquiring social experience and are called: "social dislocation". For example, children who are hard of hearing from birth have difficulties. With speech skills (correct pronunciation of sounds, control of volume, intonation, etc.). This can lead to limited communication and delays.

Mental development. Among the secondary disorders are communication disorders (to one degree or another) for various categories of disabled people, underdeveloped or underestimated, and sometimes overestimated, the specific formation of analytical skills, the level of self-esteem, a certain degree of selfishness, sometimes unreasonable dependence on the environment, etc. All this leads to difficulties in the formation of demand

Today, skills are usually called soft skills [1]. Soft skills allow you to plan and build your development, choose your environment and develop as an independent creative person. Therefore, pedagogical methods used in the education of disabled people include not only correction, but also a component. Secondary and, possibly, primary disorders, but also psychological correction, development "soft skills" By teaching people with disabilities communication skills and increasing their self-confidence, not only the boundaries of communication and knowledge expand, but also the formation of personality occurs.

Attention and involvement of people with disabilities in education.

Visualization is often used in the educational process to deliver materials. Various ICT tools are actively used in the educational process for people with disabilities and allow them to implement the principles. Accuracy and individualization of education and upbringing. At the same time, training ICT skills for people with disabilities has its advantages and disadvantages.

On the one hand, the obvious advantages are:

Firstly, it expands the boundaries of communication and information receipt using ICT tools (messengers, webcams, communities, games, e-mails, the Internet, etc.).

Secondly, ICT itself performs the function of focusing attention from very visual and fascinating tasks to them or their content.

Thirdly, the use of ICT in some cases allows us to equalize, or reduce secondary psychosomatic diseases.

On the other hand, the difficulties of teaching ICT include the need to memorize various commands and combinations, overcome the fear of use, unfamiliar teams in an unfamiliar environment, and to a certain extent the complexity of ICT.

The use of ICT technologies has a number of advantages over traditional forms of education:

- the information on the screen becomes more visual and attractive;
- the use of motion and sound effects attracts the attention of students and increases interest in the lessons;
- visual perception of information accelerates memory and makes it meaningful;
- allows the use of assimilation diagnostics in the form of a game.

The introduction of ICT technologies into the educational process allows:

- more successful solution of general didactic and special principles;

- general educational and correctional tasks;
- allows to make lessons more visual, dynamic and effective
- from the point of view of teaching and developing children, facilitates the work of the teacher in the classroom and contributes to the development of basic competencies of students;
- significantly reduces the time for the formation and development of language and speech skills, tools, communication skills, higher mental functions: attention, memory, verbal-logical thinking, emotional-volitional sphere;
- teaches children to make independent choices and decisions, helps to create positive motivation for learning, instills a sense of confidence and activates independence, communication;
- helps in the performance of tasks that cannot be solved by traditional methods, allows you to correct the functions that are working, which were previously difficult to achieve;
- allows for individualization of the correctional process, taking into account the educational needs of each child, ultimately contributing to increasing the effectiveness of the correctional and educational process as a whole.

The organization and implementation of digital technologies in the educational process for people with disabilities requires compliance with the following didactic principles:

- ✓ the principle of personalization is aimed at implementing an individual approach, including flexible adjustment to each specific student in the training, including the order, method and speed of presentation of educational material;
- ✓ the level and nature of pedagogical support;
- ✓ the form of personalized recommendations, the number of repetitions, the level of complexity of tasks, etc.;
- ✓ the principle of availability and compatibility is aimed at taking into account the functional, technical characteristics of the resource and its elements, the capabilities of each specific user;
- ✓ the principle of purposefulness is aimed at maintaining the purposefulness of using various technologies in a single educational and technological logic, solving specific educational problems, taking into account special educational needs of students with disabilities;
- ✓ an educational process based on active multilateral dialogue, aimed at building a principle of interaction and cooperation;
- ✓ implemented in various forms (real, virtual-network, etc.) to achieve specific educational goals;
- ✓ the principle of increasing complexity involves the gradual development of educational content, skills and competencies, aimed at accessibility and systematization, the use of information media, a consistent transition from simple to complex;
- ✓ the principle of polymodality (multimedia) is aimed at a wide range.

Thus, we can conclude that the introduction of the capabilities of modern information technologies expands the types of educational activities, allows you to improve existing ones, and creates new organizational forms and methods of teaching. Lessons using modern information technologies for children with disabilities help solve one of the main tasks of remedial education - the development of the individuality of students, their ability to act and adapt in modern society.

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