

RECOMMENDATIONS FOR THE USE OF MULTIMEDIA TECHNOLOGY IN THE DEVELOPMENT OF CHILDREN WITH SPEECH IMPAIRMENTS

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ABSTRACT: - The article presents recommendations for the introduction of multimedia technologies into the educational process and recommendations for the use of multimedia technologies in a special preschool educational organization.

KEY WORDS: - The pedagogical, multimedia technologies, educational process.

INTRODUCTION

A study of the experience of preschool organizations shows that teachers of preschool educational organizations do not always know and can use all the rich possibilities inherent in multimedia in teaching preschoolers with speech impairments. The pedagogical justification for the importance of using multimedia technologies in the educational process is confirmed by the analysis of the works of modern researchers (B. Andresen, Y.A. Vagramenko, V.A. Izvozchikov, M.P. Lapchik, N.P. Petrova, I.V. Robert, O .G. Smolyaninova, V.P. Tikhomirov and others).

For teachers who use multimedia technologies (multimedia presentations, interactive whiteboards, electronic children's books, encyclopedias, etc.) in preschool educational organizations, we offer a number of methodological recommendations that we developed in the process of experimental work for organizing these classes.

The system of classes using multimedia technologies is built taking into account the following recommendations:

- the beginning of classes includes teaching children to work with multimedia technologies and developing basic computer literacy skills. The first classes introduce children to the specifics of working with multimedia technology, studying content, key functions, and developing skills in working with a computer mouse;
- the content of classes gradually becomes more complex: the same abilities and skills are first practiced in a simpler form using visual diagrams and models; in the future - in a more complex, oral form;
- the content of classes is compiled in such a way as to comprehensively develop the components of systems thinking to the prerequisite for their formation;
- the content of the current educational and thematic planning in a preschool organization takes into account the unity of computer classes with other classes.

Each lesson lasts no more than 30-35 minutes, has the same structure and includes the following steps:

Preparatory stage. This stage takes place in the gaming area of the computer class and lasts 5-10 minutes. At this stage, preschoolers with speech impairments are introduced to the content of the upcoming activity with the help of visual didactic material, their own subject-practical activities, and game situations. Thus, orientation is provided in the upcoming activity on the computer, interest and motivation for work are formed, the imagination of children is awakened, and the child strives for active activity.

Main stage. The main stage is carried out using multimedia technologies and lasts no more than 15 minutes. First, the children are given additional explanations and a brief explanation of what they need to do on the projector, after which the children take their seats and get to work. The children's work is observed, if necessary, additional explanations are given, the task is clarified, and comments are made. Upon completion, the work created by the children is saved on the computer and, if necessary, printed.

The final stage. At this stage, the work performed is assessed through joint discussion and comparison. You can involve children in playful and object-based activities using the results of computer work. At the end of the lesson, exercises to relieve visual and general fatigue are mandatory: eye gymnastics (1 min), general physical exercises (1 min).

Thus, specialists from specialized preschool educational organizations have noted that the use of computer programs in the correctional process helps to activate compensatory mechanisms in children based on intact types of perception (tactile and auditory), allows them to achieve sustainable attention and support children's interest in the phenomena being studied throughout the entire learning process .

The following positive factors indicate the effectiveness of using multimedia:

1. Children perceive the material being studied better due to the fact that the presentation contains a figurative type of information that is understandable to preschoolers who cannot read and write.
2. Preschoolers' motivation to work in class increases due to the attractiveness of the computer and multimedia effects. Movement, sound, animation attract children's attention for a long time.
3. The acquired knowledge remains in memory for a longer period and is easier to restore for practical application after a short repetition.
4. Presentations allow you to simulate life situations that cannot be seen in everyday life (the flight of a rocket or satellite, the transformation of a pupa into a butterfly, etc.) [2, 21c].

Thus, modern computer technologies can be widely used in the educational process, as they provide the clarity necessary for preschoolers with speech disorders. Now these are not only

natural objects, pictures, diagrams, tables, but also multimedia tools that allow you to use all channels of perception.

Multimedia tools can and should be used to develop children's vocabulary, especially in conditions of limited contact of preschoolers with natural objects (excursions outside the kindergarten are rare, the amount of content in "nature corners" is insignificant, children practically do not travel in organized groups to places with unique natural landscapes etc.).

The pedagogical significance of multimedia is not determined by a simple summation of the capabilities of computer equipment and the technologies they include. The individual components of multimedia mutually develop and complement each other, making it possible to combine methods of oral presentation with visual and practical ones, and to activate the perception of preschoolers. This leads to the transformation of the quantity of these opportunities into quality.

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