

THE USE OF INNOVATIVE TECHNOLOGIES IN MATHEMATICS TEACHING IT IS ALSO A MEANS OF CORRECTION IN SPECIAL SCHOOL**Dilobar Botirovna Yakubjanova**PhD student of Tashkent State Pedagogical University named after Nizami
dilobar.yakubjanova@mail.ru**ABSTRACT**

The pedagogical potential of the computer is so wide that it can be used as an effective teaching tool in virtually any school subject: firstly, it is a subject of study, secondly, a means of teaching, and in a special school it is again a means of correction. These aspects are intertwined in the learning process, because any communication of the child with the computer involves both him and her. However, depending on the situation, one of the two aspects of the computer will prevail.

INTRODUCTION

In general education subjects, the computer mainly serves as a teaching tool. As a teaching tool, the computer can be equally useful in both lesson preparation and teaching. Technical aids are very useful in the demonstration of teaching material, corrective work, introduction and formation of mathematical concepts, as well as in the preparation of didactic material, which is very necessary, especially in the early stages of education of children with hearing impairments.

Main part

Teachers who use them can quickly feel the benefits of using new technologies in their work: it saves time and effort, increases the effectiveness of educational and correctional work, improves the aesthetic aspect of visual material and increases the variety.

1. Use of calculators. Elementary classes can include tasks that can be performed using modern technical tools, such as a calculator, only if their use is appropriate and they are relevant to the overall content of the task. Calculators as a technical tool provide new methodological opportunities to demonstrate the rooms of the number and the operations performed on them, to distinguish between the concepts of "number" and "number".

Example: Press 1 on the calculator. What do you see? Press the number 3. What did you see on the screen? Which side is the number 3 on: right or left? Enter the desired word:

3 Indicates the number (decimals)

1 Indicates the number (units)

Even if children don't have the skills to work on a calculator, these tasks do not require any special skills. When the calculator buttons are pressed, that's it. Not even one calculator is needed for each student: if their number is 2-3 in the class, it is enough. If their buttons are bigger, then so be it.

2. Multimedia technologies can also be used effectively in elementary school. As a technical tool, they provide new methodological opportunities in demonstrating concepts, actions, and relationships. Such rich possibilities of presenting information in the use of them in the context of correctional education are important, as they allow to take into account the specific characteristics of each category of students and to use different analyzers that are preserved. It is possible to repeat the lesson many times in the description of the lesson material, to return to the previous material in accordance with the specifics of this or that category of children. All this allows to follow the principles of succession, sequence and repetition in modern pedagogy.

In this case, the learning material is presented in a series of slides in a pace and size appropriate to the specifics of student development and age opportunities. In the process of such planned and regular work, unique e-textbooks are gradually created, adapted to the capabilities of students. Such preparatory work requires a lot of work, of course, but it also pays off.

It is advisable that the texts of the slides consist of short simple sentences with a small number of unfamiliar words for the readers. The colors of the slides, in addition to their external appeal, should serve to highlight important areas of the text, such as new concepts. New words are immediately reinforced with special questions. The questions appear on the screen in turn, and the sample answers are displayed after the students' answers. Thus, firstly, rapid feedback is provided, and secondly, students have the opportunity to self-examine and reinforce new material.

For example, a section of a math lesson in Grade 1 on the topic of "Decimals" can be organized as follows. Information on the screen begins to appear slowly, piecemeal, at a rate that is appropriate to the students' perceptual abilities. The capabilities of the Microsoft PowerPoint computer program allow for a visual representation of the material being presented orally; there will be a very large library of ready-made illustrations at the user's disposal. It is known that there are differences in the composition of the vocabulary of children in the same class, which are manifested at different levels. In many cases, illustrations can help students overcome the difficulties associated with this aspect in their ongoing work on speech development.

Ўзиб қўй:

$\square + \square = \square$

Нечта? Нечта?

☺☺☺ ☺☺☺☺

Ҳаммаси нечта бўлди?

☺☺☺ ☺☺☺☺

In many cases, the use of a simulation illustrations is particularly effective when demonstrating concepts related to motion and direction in space.

3. The traditional methods of demonstrating the practical actions described in the problem condition, composing a short text, drawing a picture or diagram are in order to make it easier to explain the condition of the problem to the students. Such types of work are recommended at an early stage, at the stage of mastering the condition of a new type of issues. After reading the content problem statement to the students, they are asked questions: What is known about the problem? What is not known? How many questions were asked in the matter? Then write a summary of the problem on the board or (and) make a diagram.

Here, too, the use of computer presentations to demonstrate and analyze the condition of the problem, to work on the dictionary, to compile a summary or diagram of the problem gives effective results.

The image does not move on this slide, but the scheme gradually begins to emerge as a result of the collaborative work of teacher and students. Creating such short presentations is not difficult for the average user of computer technology (today's teacher-defectologist should have exactly the same technical knowledge).

The work on such a presentation shall not exceed the time limits established by the relevant sanitary-hygienic norms.

4. To facilitate the transition from simple problems to complex problems, some methodologists recommend dividing a two-action content problem into two simple problems. For example: There are two girls in the class. The number of boys is twice that of girls. How many children are there in the class? (content problem) This problem can be divided into two simple problems a) There are two girls in the class. The number of boys is twice that of girls. How many boys are there in the class ? b) There are two girls and four boys in the class. How many children are there in the class?

1) There are two girls in the class. The number of boys is twice that of girls. How many boys are there in the class?

$$2 \cdot 2 = 4 \text{ (boy)}$$

2)) There are two girls and four boys in the class. How many children are there in the class?

$$2 + 4 = 6 \text{ (ball)}$$

Answer: There are 6 children in the class.

First simple problems and their solutions are written on the board. They are then combined into a single-component problem as follows: the condition is taken from the first problem and the question from the second problem. In the eyes of the children, the transformation of two simple questions into a single-content problem occurs, and in both cases the same answer is demonstrated.

In modern schools equipped with modern technology, the above method, given in the form of a multimedia presentation on a computer, becomes an effective, impressive, demonstrative and aesthetically valuable method.

5. It is advisable to use the substitution property of addition when teaching to solve multiplication examples. Demonstrating its application through a presentation is very effective. This can be clearly seen when using the presentation during the lesson.

Creating presentations like this is very interesting and not difficult. To do this, the teacher needs to be diligent and diligent in the use of information technology courses in special education.

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