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**MULTIMEDIA MEANS OF EDUCATION AT THE GEOGRAPHY LESSONS
IN SPECIAL SCHOOL****МУЛЬТИМЕДІЙНІ ЗАСОБИ НАВЧАННЯ НА УРОКАХ ГЕОГРАФІЇ В
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Annotation. Actual problems of using the information –communicative technologies in teaching children with intellectual disturbances are ascertaining in the article. Approaches concerning the introduction of recent means of correction education were cleared up on the basis of analysis of scientific sources. The peculiarities of using the multimedia educational presentations in the process of learning the school study course “Geography of Ukraine” in the ninth form of special school were revealed.

Key words: information - communicative technologies, multimedia educational presentations, geography, pupils with intellectual disturbances.

Introduction.

Information communicative technologies still deeper penetrate into different spheres of educational activity with every passing day. External factors connected with the mass informatization of society and the necessity to train specialist properly, as well as the inner ones connected with dissemination of modern computer equipment and software at the educational establishments, the adoption of state programs of informatization of education, the acquisition of the necessary experience of applying the ICT means in one’s professional activity by still greater number of educators-all these factors contribute to expansion of information technologies into the context of educational process.

Considerable quantity of necessary technical and program means has already been accumulated in the system of special education up to now. It is not actual to equip schools with computers nowadays but the strategy of their practical use in the field of education is still more important, namely: application of the information communicative technologies in different meaningful fields of special education, paying particular attention to the proper correctional effects of these technology’s introduction into practice, as well as defining the role and place of the above mentioned technologies in the education of children with particular educational needs within the entire system of work of a special school teacher.

Solving the problems of well-timed and justified application of information and communicative technologies at a special school should be fulfilled in a complex on the basis of the well-considered and strictly argued approach. High-principled is the awareness of the fact that the effect of using the ICT mostly depends upon professional competence of a teacher himself, his ability to use the new potentialities in his work and include the technologies in question into the system of teaching each



child with limited intellectual possibilities.

The main text.

In the scientific surveys of home and foreign scientists it was convincingly proved that recent information-communicative technologies may and should be put into practice at all the stages of school education for children with intellectual disturbances in the development, but the inclusion of these technologies should be well-founded and pedagogically reasonable (B.Izenberg, O.Belonozhko, O.Vasylenko, T.Ezhova, O.Kachurovska, Yu.Kislyakova, N.Kravets, O.Kukushkina, O.Legkyi, T.Lifanova, T.Lysovska, S.Myronova, M.Mileshkina, I.Nikolska, O.Pidvalna, I.Kholkovska and others). The idea that integration of ICT and traditional educational means may stimulate the cognitive interest of pupils suffering from intellectual disturbances, is quite essential. The above-mentioned integration creates conditions for motivation in studying the study material in different school subjects.

Recent information-communicative technologies are considered by scientists as rather important instruments of improving contemporary lesson at a special school. These technologies assist the teacher in reaching his education-correctional purposes and in planning the educational environment with the usage of certain kinds of education labor as well as any other set of them. At the same time it is stressed that the use of modern instruments and means of ICT in the education process of a special school may be accomplished on the principles of realizing the footing of health of the conservation technologies, orientation towards the zone of the nearest and actual development; in its turn, this defines the individual, psycho-physical and age possibilities of each separate child alongside with taking into consideration the structure of the defect present and the rules of its manifestation.

The limited possibilities of children with intellectual disturbances in perception, memorizing, comprehension and reconstruction of the study material intensify the search of realization means for the possibilities of computer technologies to improve the modern lesson of geography at special school and for widening its didactic potential. Multimedia technologies when special attention is paid to educational presentations create new possibilities for upgrading the quality of geographical education of the above-mentioned category of pupils. It is stipulated by the fact that the majority of the remote geographical objects, phenomena and territories being studied in the school course of geography are inaccessible for direct perception by schoolchildren in their environment and natural conditions of living. Unification of audio-, video- and animated objects into single presentation contributes to compensation of the amount of information received by children from their textbooks.

We carried out the polling of teachers from special general-education boarding schools of the Donetsk and Kharkiv Regions with the aim of making clear the practical experience of using the multimedia technologies at the lessons of geography. The questionnaire included the whole chain of questions aimed at revealing the teachers' attitude to the introduction of multimedia technologies in the process of studying the school course "Geography of Ukraine" in the 9th form and to the peculiarities of organizing the multimedia accompaniment of lessons.



The polling carried out by us testified to the fact that all the teachers apply at the lessons of geography at least some elements of multimedia techniques. The majority of them (66,7%) introduce the newest technologies at their lessons only occasionally; they explain this fact by lack of free time for preparing the electronic material, as well as by insufficient level of their computer literacy.

In spite of different level of mastering the computer, the teachers give priority to multimedia presentations in teaching the intellectually backward pupils geography as a school subject. They consider that the application of the above-mentioned technology activates pupils' educational activity, contributes to the development of the perceptual interest of pupils to geography objects or phenomena, has positive effect on the quality of acquiring the program material, in general.

It was cleared up that multimedia technologies are used by teachers in the main, at the stage of presentation and fixation of the study material. Priority is more often given to information-illustrative presentations. That's, such presentations include illustrative material both static and dynamic, with laconic accompanying text.

In the process of learning the study course "Geography of Ukraine" in the 9th form of special school teachers use the elements of such kind of presentation as presentations-tests. The tests presume the choice of correct answers to the proposed questions from several given variants. Variants of answers are mounted in the form of hyper-references to the sound or animated files; they appear the indicators of the accuracy of answers chosen by pupils. This kind of presentation is more often applied by teachers at the stage of fixation of pupils' geographical knowledge in nature, population and economy of their Motherland. Only the third part of teachers questioned make use of presentations-tests at the lessons of geography with the aim and control and accounting of knowledge. The tests in question comprise the tasks of different level of complication and let the teacher to fulfill the checking-up of pupils' knowledge with taking into consideration the principle of individual and differentiated approach.

Presentations-games are used only occasionally. And it's not by chance. The working-out of presentations of such kind demands from the teachers the skill to use all the possibilities of the programme-set-of-instruments "Power Point" at most. More often the above-mentioned kind of presentation is used by teachers in the process of studying the section "General Characteristics of Nature of Ukraine". Didactic games of different levels are disposed on the slides of presentations-games in the form of crosswords, rebuses and puzzles; interesting geographical exercises aimed at review, fixation and generalization of geographical information and terminology in accordance with the demands of the study-program, are also placed on the slides.

Combined presentations appear as unification of the above-mentioned kinds of methodic-educational appliances. They include both educational information-illustrative material – definitions of geographical terms, short conclusions, geographical maps, maps-schemes and tables; video fragments, audio-files and others, and tasks for practical work (exercises, tests, geographic tasks, didactic games, etc.). Analysis of combined presentations worked out by teachers of geography and carried out by us testified to the fact that they don't always correspond to all the rules of putting into proper shape the given type of presentations, as well as



to the pedagogical demands of their application.

Investigation of the teachers' practical experience allows us to state that in the process of studying the educational course "Geography of Ukraine" at special school, multimedia means and technologies are more often used by them as a means of visualizing the study material and only occasionally as a means of control and self-control. To teachers' mind, creation of the scientifically grounded multimedia accompaniment to the school course "Geography of Ukraine" and methodical recommendations as for its application will contribute to more intensive introduction of the newest educational means into educational process of special school.

Conclusion and deductions.

On the basis of analysis of scientific sources and studying the work-experience of teachers-practitioners it was defined that under the conditions of rapid introduction of the newest information-communicative technologies into practical work of special education establishments new possibilities for upgrading the quality of geographical education for pupils suffering from intellectual disturbances, are created. Multimedia presentations are gradually becoming the important means of teaching geography to pupils with intellectual backwardness. They integrate considerable educational resources, possess high modification and didactic potentialities and permit the teacher to realize the education-correction purpose of a lesson more successfully.

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Анотація. В статі висвітлено актуальні питання використання інформаційно-комунікаційних технологій у навчанні учнів із інтелектуальними порушеннями. На основі аналізу наукових джерел з'ясовано підходи щодо впровадження новітніх засобів корекційного навчання. Розкрито особливості використання вчителями-практиками мультимедійних навчальних презентацій у процесі вивчення шкільного курсу «Географія України» в дев'ятому класі спеціальної школи.

Ключевые слова: інформаційно-комунікаційні технології, мультимедійні навчальні презентації, географія, учні із порушенням інтелектуального розвитку.

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