

THE ROLE OF ASSISTIVE TECHNOLOGIES IN OLIGOPHRENOPELAGOGY

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Abstract. This article discusses the use of assistive technologies in oligophrenopedagogy, their importance in the education of children with intellectual disabilities, and their role in improving the effectiveness of the educational process. It also analyzes the possibilities of implementing an individualized approach through modern technological tools.

Keywords: assistive technologies, oligophrenopedagogy, inclusive education, special education, digital tools, individual approach.

ASSISTIV TEXNOLOGIYALARNING OLIGOFRENOPELAGOGIKADAGI O'RNI

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Annotatsiya. Mazkur maqolada assistiv texnologiyalarning oligofrenopedagogikada qo'llanilishi, ularning aqliy rivojlanishida nuqsoni bo'lgan bolalarni o'qitish jarayonidagi ahamiyati hamda ta'lim samaradorligini oshirishdagi roli yoritilgan. Shuningdek, zamonaviy texnologik vositalar orqali individual yondashuvni amalga oshirish imkoniyatlari tahlil qilinadi.

Kalit so'zlar: assistiv texnologiyalar, oligofrenopedagogika, inklyuziv ta'lim, maxsus ta'lim, raqamli vositalar, individual yondashuv.

Аннотация. В данной статье рассматривается применение ассистивных технологий в олигофренопедагогике, их значение в процессе обучения детей с

нарушениями интеллектуального развития, а также их роль в повышении эффективности образовательного процесса. Также анализируются возможности реализации индивидуального подхода с использованием современных технологических средств.

Ключевые слова: ассистивные технологии, олигофренопедагогика, инклюзивное образование, специальное образование, цифровые средства, индивидуальный подход.

Introduction

As the modern education system evolves, new approaches to working with children with special educational needs are emerging. In particular, the role of assistive technologies is increasingly significant within inclusive education environments. Assistive technologies encompass technical and software tools designed to facilitate the learning process for individuals with disabilities, enhance their independence, and ensure their integration into society.

In the field of oligofrenopedagogy, these technologies substantially improve the effectiveness of working with children with intellectual disabilities. Since cognitive processes—such as attention, memory, and reasoning—tend to be underdeveloped in these children, the use of adapted teaching tools is essential. Assistive technologies allow for the individualization and simplification of instruction within the oligofrenopedagogical process. Through these tools, students gain a better understanding of the material, show increased interest, and participate more actively in educational activities.

Classification of assistive tools

Assistive tools are categorized into several key groups:

1. Digital Technologies Computer programs, tablets, mobile applications, and interactive platforms play a vital role in developing students' cognitive

processes. For instance, specialized educational software helps in focusing attention and strengthening memory.

2. Visual Aids Illustrated cards, pictograms, graphic diagrams, and video materials serve to convey abstract concepts in a simple and comprehensible format. Visual support is critically important for children with intellectual disabilities.
3. Auditory and Speech Support. Tools Speech development software, audio materials, and voice-assisted learning systems enhance children's verbal communication and auditory skills.
4. Adaptive Learning Resources. Specially modified toys, sensory materials, and practical activity tools are used to stimulate children's motor skills and cognitive engagement.

Implementation and challenges

By employing assistive technologies, the oligofrenopedagogue organizes the educational process while accounting for the individual needs of the students. This ensures a differentiated approach; for example, while visual materials may be effective for one child, audio tools might be more beneficial for another.

Furthermore, these technologies facilitate the effective organization of correctional-developmental work. Specialized programs focused on concentrating attention, reinforcing memory, and developing thinking patterns activate the students' cognitive functions.

In inclusive education settings, assistive technologies make it easier to involve students in the general educational process. They increase student autonomy and help form essential self-care skills.

However, several challenges persist in practice. These include insufficient technical infrastructure across all educational institutions, a lack of adequate preparation

among educators to work with these technologies, and a shortage of methodological guidelines.

Conclusion

In conclusion, assistive technologies hold significant importance in oligofrenopedagogy by simplifying the educational process and increasing its efficiency for children with intellectual disabilities. These technologies expand the opportunities for implementing individual approaches, developing students' cognitive processes, and integrating them into society. Therefore, the widespread introduction of assistive technologies, specialized teacher training, and the reinforcement of technical infrastructure are among the most pressing tasks in the modern education system. Overall, assistive technologies play a pivotal role in improving the quality of inclusive education and enhancing the quality of life for children with special educational needs.

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