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METHODOLOGY FOR THE DEVELOPMENT OF PROFESSIONAL AND CREATIVE QUALITIES OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS WITH LIMITED OPPORTUNITIES IN THE CONDITIONS OF DIGITIZATION

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Qodirov Xasanboy Oribjonovich

Ferghana branch of Tashket University of Information Technologies named after Muhammad al-Khwarizmi,
Professor of the Department of Economics and Vocational Education (PhD), Uzbekistan

ABSTRACT

This article examines the methods of forming a culture of media use for students with disabilities. The research focuses on the formation of skills and knowledge necessary to promote the effective use of media, expand their capabilities and actively participate in the learning process. The article presents the needs of students with disabilities for information technology, the difficulties they face in using it, and the methods that can be used to form a culture in this process.

KEYWORDS

Students with disabilities, Media, culture of use, information technology, educational process, culture formation, inclusive education.

INTRODUCTION

The use of interactive teaching techniques in special education institutions plays an important role in making student academic activities more active and increasing their interest. Such methods serve to create

more accessible and effective teaching methods for students with disabilities. With interactive techniques, students are not limited to learning, but also acquire practical skills. Methods such as group work, role-

playing games, and solving problem situations develop communication between students. These techniques encourage students to work together, help each other, and exchange ideas. Especially for those with special education, this environment helps them socialize. The use of virtual reality technologies and simulations in education provides interesting and interactive lesson processes for students with limited access.

For example, voice simulations may be used for the blind, and interactive exercises based on hand movements may be used for deaf students. Approaches like this make classes more lively and memorable. The role of special teachers in the process of implementing interactive methods is great. They must carefully plan the learning process, take into account the needs of each student and support them. Also, the use of modern digital tools in interactive lessons increases the effectiveness of the educational process. Thus, the widespread introduction of interactive techniques in special education serves not only to develop students' knowledge and skills, but also to increase their self-confidence. These techniques are instrumental in making the special education system more efficient and creative.

The problem of forming a culture of using information for students with disabilities is one of the current issues. As a result of globalization and the rapid development of digital technologies, the role and importance of Information Media in the educational system is significantly increasing. However, for students with disabilities, the possibilities of using these tools, as well as the formation of a culture of their proper use, are still not sufficiently developed. As information technology opportunities expanded, it became necessary to develop specific methods and strategies to enhance the educational opportunities of

this student group as well as to support them in the educational environment. For students with disabilities, the formation of a culture of media use is an important factor in their adaptation to social life and their independent functioning. Ensuring the effective use of information in the educational process helps to grow knowledge and skills among students and to form their information culture. In particular, allowing students with special needs to master and use information technology has a positive effect on their active participation in the educational process, as well as on the deepening of their knowledge. [1] The main purpose of this article is to study effective methods and put them into practice in the process of forming a culture of using information tools for students with disabilities. Through this, it is aimed not only at the widespread introduction of technologies that apply to this group, but also to increase the level of Information Culture of persons with disabilities in society and contribute to their intellectual development.

Methods for the formation of a culture of the use of media for students with disabilities.

The culture of the use of Information Media is extremely important, especially for students with disabilities. Modern technologies can serve their more active participation in the educational process and success in social life. It also helps to increase the effectiveness of the use of information tools, providing them with even more opportunities in the educational process. But overcoming the restrictions that students face when using these technologies is an urgent task. The role of the media in culture formation.

For students with disabilities, the availability of news media and the convenience of their use are of fundamental importance. To form this culture, it is

necessary to encourage interest in technology among students, to provide them with flexible tools and to encourage their active use in the learning process. Such an approach, on the one hand, increases their knowledge and skills, and on the other, serves to raise the level of social activity. Scientific and technological approaches Research shows that the development of special flexible technologies and techniques for students with disabilities makes this process more effective. The results obtained through statistical analysis confirmed the importance of expanding access to information for students. These technologies, including voice control systems, automated screen reading programs, or touch devices, help students become more involved in the learning process.

Methods and strategies used

The strategies implemented within the framework of this study have identified several important aspects in the formation of the culture of the use of information tools. For students, teaching the use of technology, increasing their level of knowledge and the widespread introduction of adaptation technologies are the main directions of this process. It is also possible to increase the level of efficiency by analyzing the needs of students and providing them with suitable technologies.

Future prospects and conclusion As can be seen from the results of the study, the formation of a culture of the use of media for students with disabilities contributes significantly not only to their adaptation to the educational process, but also to social life. In the future, it is advisable to conduct additional research in this area, develop technological infrastructure and develop new adaptation technologies.

METHODOLOGY

For students with disabilities, the formation of a culture of the use of information media occupies an important place in the modern educational system. The development of Information Technology provides not only the opportunity to improve the educational process, but also to strengthen social integration for students with disabilities. However, for these students, restrictions and problems in the use of information tools are still relevant. The culture of the use of information tools includes not only technical skills in their use, but also their effective and responsible application. For students with disabilities, this process requires specific approaches. Methodological manuals on the adaptation and application of information tools in the educational process are becoming a necessity.

Research shows that special programs, customized interfaces, and support systems are needed to improve the effectiveness of the use of Information Technology among disadvantaged students. At the same time, the help of teachers and parents is of great importance in the use of these tools. In the formation of a culture of the use of media, first of all, it is necessary to identify the needs of students and create a suitable infrastructure for them. The opportunity to use information technology not only increases the quality of education, but also develops abilities for independent thinking and creativity among students with limited opportunities. Through the correct use of media, the active participation of students in the process of acquiring knowledge increases, and their integration into social life increases.

In the formation of a culture of the use of media for students with disabilities, it is necessary that state organizations, educational institutions and all

segments of society act together. Expanding the application of news media to the educational process and creating more accessible opportunities for these students is one of the priorities of modern education. This study examined methods for forming a culture of media use for students with disabilities and analyzed how they affect the educational process. A mixed methodology was used as a research method, in which qualitative and quantitative analysis methods were used together. In the formation of the culture of the use of information, first of all, surveys and interviews were conducted among students in order to assess the level of use of these technologies and determine their needs.[3] In the research process, a number of indicators were introduced to assess the effectiveness of the formation of a culture of the use of information tools. These indicators include ease of use, access to Information, impact on the learning process, and the formation of a positive attitude towards the media among students. The calculation formula for each of these indicators was expressed in terms of:

Access to information:

$$A = \frac{T_{faoliyat}}{T_{umumiy}}$$

Here, A is an indicator of access to information, Tfaoliyat is the time spent by students to receive information, Tumumiy is the total time in the educational process. Based on the results obtained, a statistical analysis was carried out for each indicator, which made it possible to determine which factors are important in the process of forming a culture of using the media. On this basis, the most effective methods and strategies for the formation of a culture of the use

of information and technology were recommended. [5]

RESULTS

Below are the main results of the study, which will help to analyze the effectiveness and impact factors of the formation of a culture of use of information for students with disabilities. Over the course of the study, 100 students with limited opportunities participated, data was collected on such indicators as ease of use, access to Information, impact on the learning process, and the formation of a positive attitude. With these results, it was possible to assess the degree of influence of the use of information on the general culture. [2] The information accessibility index (A), on the other hand, averaged 0.83, indicating that students with limited access had better access to information. However, the fact that the minimum value is 0.6 indicates that access is still limited for some students. The educational impact factor (I) was 18.5%. This means that the use of media has increased student knowledge by an average of 18.5%. The maximum value of this indicator is 25%, which indicates that for some students these tools have significantly increased educational efficiency. Based on the analysis of the above results, it was found that factors such as ease of Use and access to information are of great importance in the formation of a culture of media use for students with disabilities. And the index of influence on the educational process and the formation of a positive attitude confirms that it is important to increase the interest of this student group in Information Technology and ensure their effectiveness. [6]

DISCUSSION

The results of this study made it possible for students with disabilities to more accurately understand the important factors and indicators of effectiveness in the process of forming a culture of using information tools. The results show that factors such as ease of Use, Accessibility, impact on the learning process, and positive attitude in the formation of a culture of use of the media give impetus to the active assimilation of Information Technology among students. From the analysis of the results, the ease of use index and high assessment of access to information indicate a high level of availability and accessibility of information technologies for students with limited access.

However, considering that some students still have a relatively low level of access, it is evident that it is necessary to further develop the technological infrastructure and expand the possibilities of adaptation for students with disabilities. [4] The impact factor on the learning process, which is an increase in the level of knowledge acquisition through the media by an average of 18.5%, indicates that these technologies have a positive effect on increasing the overall level of knowledge of students. For some students, this figure is 25%, which confirms that the use of media has led to significant progress in their individual learning process. This shows that the use of information technology not only facilitates the process of acquiring knowledge, but also is important in improving its effectiveness.

As digital technology enters all aspects of life, increasing digital literacy remains an urgent task for students with limited opportunities. These students need not only skills and qualifications in the use of information technology, but also special adaptations. Therefore, the development and implementation of special programs on digital literacy is an integral part of

the modern educational system. Digital literacy opens the door to new opportunities in various fields for students with disabilities. For example, it will be possible to remotely organize the process of obtaining knowledge through the internet and special programs, participate in virtual training classes and trainings, as well as communicate with others through social networks. At the same time, it is also important to train students to use the Safe Internet, to inform them about cybersecurity.

Increasing digital literacy requires matching curricula and the use of special tools. Voice assistants, for example, provide effective use of information technology by students with limited access to reading screen programs or special keyboard and mouse devices. It is also necessary to work on the principles of universal design when creating digital content. The role of teachers and family members in this area is incomparable. Teachers are required to train students in the proper use of Information Technology and choose suitable methods taking into account their needs. Families, on the other hand, must be actively involved in supporting their application of new skills. Digital literacy will qualitatively change the lives of students with limited access. The use of digital technologies in special education institutions is an important factor in improving the educational process for students with limited access. These technologies not only facilitate the educational process, but also make it possible to provide students with modern knowledge and skills. At the same time, with the help of digital technologies, an individual approach and a flexible educational system are created. Distance learning platforms open new horizons for students with disabilities. Through these platforms, they can participate in classes remotely, gain access to special

educational materials. Resources such as video lessons, interactive tests, and voice tutorials in particular facilitate their learning process.

It is important to develop customized software and technology for specific institutions. For example, subtitled video classes are needed for deaf and hearing impaired students, and screen curricula are needed for the blind. In addition, special interactive whiteboards and personalized tablets make the learning process more efficient. It is also important to improve teachers' skills in the application of digital technologies. Educators need to know modern technologies and have the ability to use them correctly. By participating in special trainings and seminars, they can enrich their knowledge and effectively apply digital tools in the course of the lesson.

Through the extensive introduction of digital technologies in special education institutions, it is possible to improve the quality of education for students with disabilities and provide them with the opportunity to obtain independent knowledge. This not only enhances their involvement in the educational process, but also helps them find their place in society.

CONCLUSION

This research has helped to develop approaches aimed at identifying and improving the effectiveness of important factors in the process of forming a culture of media use for students with disabilities. During the study, key indicators such as ease of Use, Accessibility, impact on the learning process and the formation of a positive attitude were analyzed. The results show that not only is it a means of obtaining knowledge for students with limited access to information, but it is also instrumental in making their participation in the

educational process more active and enhancing their social adaptation. Based on the results of the study, it was found that the integration of media and technology into the educational process is effective in increasing student knowledge.

Ease of Use and access to information have a positive effect on the formation of a positive attitude among students, helping to increase their interest in technology. At the same time, the limited access opportunities for some students indicate the need for the development of technological infrastructure, which provides the basis for the improvement of special technologies and adaptation programs.

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