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EDUCATION OF STUDENTS IN SPECIAL BOARDING SCHOOLS THROUGH INTERACTIVE METHODS

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Abstract. The article discusses the use of the scamper method in the effective organization of technology classes in specialized schools and boarding schools for children with disabilities.
Key words:scamper, mentally retarded students, explanation, practice, application, flexibility, praise and encouragement, group work, individual, methodology.
Аннотация.В статье говорится об эффективных интерактивных методах и методах их использования при эффективной организации занятий по технологии преподавания в специальных школах-интернатах и проектировании образовательного контента.
Ключевые слова:бегун, умственно отсталые студенты, объяснение, практика, применение, гибкость, похвала и поощрение, групповая работа, индивидуальная, методология.

Annotatsiya. Maqolada imkoniyati cheklangan bolalar uchun ixtisoslashtirilgan maktab va maktab internatlari Texnologiya fani mashg‘ulotlarini samarali tashkil etishda scamper metodidan foydalanish haqida so’z yuritilgan.
Tayanch so`zlar:scamper, aqli zaif o’quvchilar, tushntirish, mashq qilish, qo’llash, moslashuvchanlik, maqtov va rag’batlantirish, guruh ishi, individual, metodika.

Technology classes encourage students to think rationally, be creative, improve their professional training based on the requirements of market relations of modern production, and acquire the competencies to correctly apply knowledge, skills and qualifications in practice related to the effective use of physical labor. They play a key role in ensuring that they are not only physically healthy, but also spiritually healthy. At the same time, they help students fulfill technological requirements in production; comply with safety regulations; be able to independently plan working hours; exercise regular self-control; assess situations in the work process and make the right decisions; be able to creatively approach work activities, take creative initiatives to introduce innovative technologies; feel personal responsibility and accountability for the work performed; form professional knowledge and skills, acquire a profession, and find their place in society.

The SCAMPER method can be used to teach students with intellectual disabilities. The flexibility of this method makes it effective for students of different levels, including students with intellectual disabilities. However, when using the method, it is important to simplify the training and use visual aids, taking into account the individual needs and capabilities of students.

Recommendations for using the "SCAMPER" method for students with intellectual disabilities:

1. Simplify each step
   - Give examples of each step of SCAMPER (S, C, A, etc.). For example, explain the question "What happens if we replace one thing with another?" in a very simple way.
   - Using colorful cards or icons to memorize steps.
2. Using visual and audio aids
   - Show various pictures, diagrams, or objects and ask questions about them.

- Using questions through audio recordings.

3. Working in a group

- Divide students with intellectual disabilities into small groups so that they are not difficult to participate in group activities.
- Collectively discuss some stages of the method during group work.

4. Asking children helpful questions

- Clear guiding questions for each stage:
- Substitute: "How else can this be done?
- Combine: " What new thing happens when we combine two different things?"
- Modify: " What would it look like if this were bigger or smaller?"

5. Preparing short-term activities

- Students with learning disabilities can have a hard time staying focused, so it's important to keep lessons short and interesting.

6. Praise and encouragement

- When students express their ideas, they should be encouraged to be creative by praising and encouraging them:

Benefits of using the SCAMPER method:

- Developing creativity: Students with intellectual disabilities have the opportunity to express their thoughts freely.
- Increasing interest: Since the process is interactive, they participate in the activities with interest.
- Facilitating understanding of problems: The method teaches to analyze the activity from different angles.

Sample activity:

Topic: "Creating a new product from vegetables"

- Substitute: What will happen if we replace the melon with another fruit?
- Combine: What new juice can be made by combining vegetables and fruits?
- Modify: What would the vegetables look like if we painted them in a different color?

This method encourages students with intellectual disabilities to express their thoughts and makes the learning process more interesting.

The SCAMPER method can be used not only as a method, but also as a methodology for students with intellectual disabilities. This is due to the fact that when the method is adapted to certain stages of the learning process and used comprehensively, it acts as a complete methodology. When using it for students with intellectual disabilities, the following aspects should be considered:

Use as a method:

Each strategy within the SCAMPER framework (S, C, A, M, P, E, R) is used within a separate activity or exercise. For example:

- It is used to change, adapt, or find a new solution to an idea or thing in the topic during the lesson.
- It is used when analyzing a specific activity or problem.

Example:

On the topic "Fruits and Vegetables":

- Substitute: "What happens if we replace the melon with another fruit?"
- Combine: "If we combine two different vegetables, will a new dish appear?"

These questions increase students' interest in the topic and develop their critical thinking.

Application as a methodology:

When using SCAMPER as a methodology, it is adapted to a large-scale educational process that covers several lessons or activities. To do this, each stage of the method is systematically applied:

1. Stages of the educational process:

- Explanation: Each part of the SCAMPER strategy is taught in a simple and understandable way.
- Exercise: Separate exercises are performed for each stage. For example, substitution exercises for Substitute.
- Application: The stages are combined with each other and worked on solving new tasks.

2. Adaptability:

- The methodology uses a wide range of visual, audio and practical materials, depending on the needs of each student.
- It is integrated with other methods of the educational process (for example, role-playing games, creating collages).
3. Assessment:
- During the methodology, tasks are given to students that test their creativity and level of thinking.
- As a result, the results are analyzed and their level of development is determined.
Advantages of the methodology for students with intellectual disabilities:
1. Creative development: They realize that they are able to create new ideas.
2. Possibility of simplification: The methodology is directly adapted to the needs of students with intellectual disabilities.
3. Systematic approach: When each stage of SCAMPER is consistently applied, it forms stable knowledge.
4. Development of communication: The system of questions and answers facilitates their communication.
Conclusion:

The SCAMPER method can be used both as a method and as a methodology for students with intellectual disabilities. This methodology makes the educational process interesting, interactive and effective. The main thing is that the lessons should be organized in accordance with the individual capabilities of the students.

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