

INTERACTIVE TECHNOLOGIES AS INCLUSIVE PRACTICE

Education of children with special needs has often led to their isolation from society as well as normal life. Facing numerous challenges, specialized institutions (both preschool and school) did not contribute to their inclusion into society. Nowadays, technological progress facilitates the integration of learning interactive means into the educational process, especially for children with special needs, which undoubtedly contributes to their socialization, improving the situation within inclusive environment. The use of interactive technologies in the inclusive classroom involves an educational software complex that promotes all types of activities for children. Learning space of such kind involves developing communication and collaborative skills, creative and critical thinking, professional knowledge that enables everyone's equal opportunity to participate in inclusive learning practices.

From an early age, children are familiar with the Internet, have access to numerous electronic materials, and possess skills in working with information resources. However, they may not always be able to navigate the information system, its sources, processing methods, and may struggle to use some tools due to physical impairments. The main task of a modern teacher is to direct the work of children with special needs towards achieving learning goals. It is necessary to structure the work of children with special needs, develop a clear lesson plan with specific tasks, requirements for their completion, and evaluation criteria. Interactive technologies are widely implemented in pedagogical practice. Modern teachers face a number of important tasks to make the learning process interesting, creative, and satisfying for all children [1, p. 50].

Personal computers, interactive whiteboards, and the Internet are now indispensable tools in the educational process as they encourage revealing children's creative potential. For example, the use of projectors and interactive (smart) boards allows to apply various color schemes as a range of harmoniously interconnected color shades. The use of touch tablets and panels stimulates tactile sensations – both touch and pressure, encourages interaction with the surrounding environment.

It has become a usual practice to conduct educational activities using multimedia presentations created with the help of software packages such as Microsoft Power Point or Macromedia Flash (visual perception). However, in the education area we find new interactive technologies of presentations improvement in the form of slideshows accompanied by audio files (auditory perception) along with conventional presentation technologies. A new form of material presentation with interactive equipment (interactive boards, Sympodium interactive displays (tactile sensations)) is a presentation created by a speaker during their speech, here and now.

Interactive boards give us a possibility to write with a special marker, demonstrate educational material, make written comments on top of the image on the screen. Everything written is transmitted to children with special needs, stored on magnetic media, printed out, and sent by email to children absent during the lesson. Educational material created during the lesson on the interactive board is recorded with an embedded video recorder. It can be played back multiple times.

The effectiveness of using interactive technologies in inclusive education is based on specially developed software with a variety of functions and tools. Presentations with audio and video files contributes to the development of auditory-pronunciation and rhythmic-intonation skills, cognitive activity activation of elementary school children with special needs. The combination of auditory and visual information ensures the perception and understanding of the heard new speech message. Multimedia software board provides easy and quick creation of dynamic, multicolored words that freely move on the screen and occupy the required space. The use of such technologies allows children with special needs to virtually attend classes, participate in discussions, and, what is the most important, adapt socially and feel confident in their abilities.

Therefore, modern interactive technologies as inclusive practice are not only a way to activate cognitive and creative activities but also an objectively determined necessity for children with special needs' social rehabilitation, creating prerequisites for inclusive learning and subsequent independent life.

References

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