



USING ELECTRONIC PLATFORMS IN INCLUSIVE EDUCATION

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Abstract:

Informatics and information technologies, computer literacy, and knowledge of digitalization are becoming increasingly important in modern society. Improving the methods of teaching informatics and information technologies in secondary schools is a very important factor in preparing students for the digital future. Various interactive teaching methods and innovative educational platforms can play an important role in this process. Nowadays, informatics and information technologies are becoming an important part of modern education. As a result, traditional teaching methods cannot fully meet the needs of today's students, because today's younger generation is growing up with various gadgets and devices. It is a little more difficult to impress them with simple things.

Introduction

Innovative learning platforms, in turn, offer ample opportunities for rapid learning and increased student engagement. The younger generation is being given ample opportunities, and now it is only necessary to guide them in the right direction and teach them how to use digital resources wisely.

Various digital platforms and e-learning resources are a vivid example of this. Teaching computer science and information technology using various educational platforms is more effective. Because children are more interested in interactive teaching methods than traditional teaching methods. Games and competitions on various gadgets attract their attention more. Therefore, teaching elementary school students using various platforms is more effective. Doing homework will also be more interesting and easier. Instead of just playing games or watching videos on various topics on various smartphones, students can master the necessary topic, watch video lessons, and complete assignments in an interesting way.

If we look at the stages of development of information technologies, we can see that the introduction of new devices into our lives, various gadgets, smartphones,



virtual reality devices, the spread of the Internet, Wi-Fi coverage and many other digital technologies have radically changed the way modern schoolchildren acquire knowledge.

Today, teachers are no longer the main source of information and knowledge for students. This is due to the diversity, nature, intensity of communications, social interactions, and in general, the methods of knowledge transfer.

In general, there are many articles in scientific publications devoted to research in the field of online education effectiveness, as well as to the specific features of teaching computer science and computer science and information technology through electronic learning platforms. Many researchers have conducted various studies to find solutions to the problems of the role of platforms in teaching computer science and information technology, their ease of use, and student engagement. Electronic learning technologies are technologies that are implemented through indirect or semi-mediated interaction between teachers and students, mainly using information and communication technologies. Almost all used electronic learning technologies have various options and combinations: case technologies, computer network technologies, and information and communication technologies.

E-learning is built on the same goals and objectives as traditional education, but the form of presentation of the material changes. The form of interaction between teachers and students also changes. The main goals of e-learning in primary grades are to teach independent search for information, its processing, assimilation, transformation and practical use using new technologies. It teaches the rational use of time, cooperation with classmates, teachers, parents, etc. Students can master the digital skills that are important for success in the digital age. Rewards, badges and game elements can increase student motivation and encourage them to actively participate in the learning process. Integrating an innovative educational platform into teaching computer science and information technology in secondary schools can significantly increase the effectiveness of teaching. Personalized learning, hands-on learning, data-driven assessments, and innovative technologies, combined with community support, help students acquire the knowledge, skills, and critical competencies they need to succeed in the digital age. In short, innovative learning platforms provide personalized learning, interactive resources, and collaboration tools that can transform the way computer science is taught.

GOOGLE CLASSROOM CAPABILITIES

The essence of Google technology is to help students become the center of the pedagogical process, not only as consumers of educational content, but also as its active creators. Google Corporation develops and provides a wide range of programs and services that can be accessed from any browser connected to the Internet. The most commonly used in the field of education are the following Google services:

Google Calendar - an online calendar,

Google Docs - an online text editor,

Gmail - free e-mail,

Google Maps - a collection of online maps,

Google Sites - free hosting using wiki technologies,

Google Translate - an online translation application,

YouTube - video hosting.

These Google applications provide students and teachers with the necessary tools for effective communication and collaboration. From the user's point of view, the main advantages of using Google services in education are:

Minimal hardware requirements (only one requirement is an Internet connection);

- Google technology does not require the cost of purchasing and maintaining special programs;
- Google supports all operating systems and client programs;
- All Google applications are free;

The Google Classroom application is a means of communication between teachers and students within the subject. Through Google Classroom, teachers can create courses, send assignments to students and give them comments, as well as receive feedback from students. Google Classroom is one of the programs used as an LMS. Google's service is very easy to use and configure. All information is stored in Google services: video lessons are on YouTube, electronic textbooks are on Google Drive, and course participants do their written work in Google Docs.

After the course is created and the password is distributed to the course participants, online activities begin. You can add announcements, tasks, and ask questions in the course (the question can be discussed by the whole group, giving students the opportunity to comment on each other's answers). An announcement is a text in which you can add files to Google Drive, videos from YouTube, and links to

external resources. All files in Google Docs format are stored in one copy (opened to listeners only in read mode) or each user is given a copy that they can change (edit). The user can organize documents in Google Docs (create a text document), as well as create presentations or spreadsheets online. Google Classroom allows the user to move to truly paperless work, improve student teamwork and provide various instructions for students, save time, save paper, and create an inverter model of the classroom.

Google Classroom is a useful tool when teachers or students are out of the classroom, allowing them to continue teaching and catch up on missed lessons.

Easy setup. Teachers can create courses, invite students and other teachers to courses. It is very convenient to post assignments, announcements and questions during the course.

Convenience. Students can view assignments in the feed, calendar or in the “Assignment List”. All materials are automatically placed in folders in Google Drive.

Effective communication. In Google Classroom, teachers can upload assignments, send announcements and post them for discussion. At the same time, participants can also exchange information with each other, leave comments in the course feed and communicate via email. Information about submitted work is constantly updated, which allows teachers to quickly check assignments, assign grades and add comments.

Integration with popular services. Google Classroom can work with Google Docs, Calendar, Gmail, Drive and Forms.

Openness and security. Classroom is a free service. It does not contain advertising, and materials and information for students are not used for marketing purposes.

Despite the fact that Google Classroom is a platform with wide capabilities, it is not without a number of shortcomings:

- Google Classroom does not have the ability to organize webinars with students (pupils). The teacher can use the features of YouTube or Google Hangouts, which allow you to hold face-to-face meetings with students;
- The open version of the Google Classroom service does not have an electronic journal. This feature is available to corporate users of Google Classroom;

- There are restrictions for course authors with personal accounts: the number of participants in the course cannot exceed 250, and up to 100 participants can be added per day.

Despite the shortcomings acknowledged above, Google Classroom also has its own advantages, which make this online platform fully usable in secondary schools, as well as in higher education institutions.

CREATING A COURSE IN GOOGLE CLASSROOM

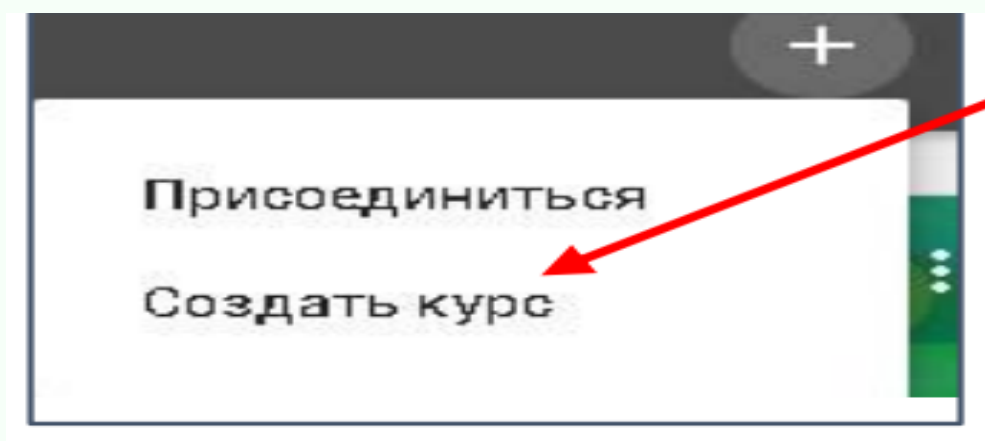
To create a course in Google Classroom, you first need to log in to your account through a browser. After typing classroom.google.com in the browser's address bar, the system will ask you to log in to your account:

1. After selecting an account, the Classroom page will open.
3. If the course creator is not logged out of their account in the browser, then in the upper right corner of the browser window

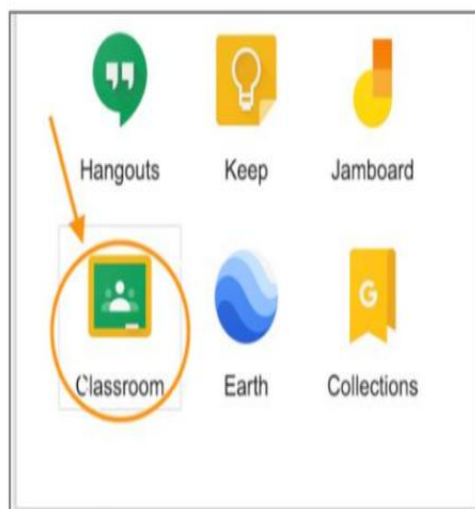


You can also launch it by clicking on the icon. From the resulting menu of icons, click on the Classroom icon and go to classroom.google.com.

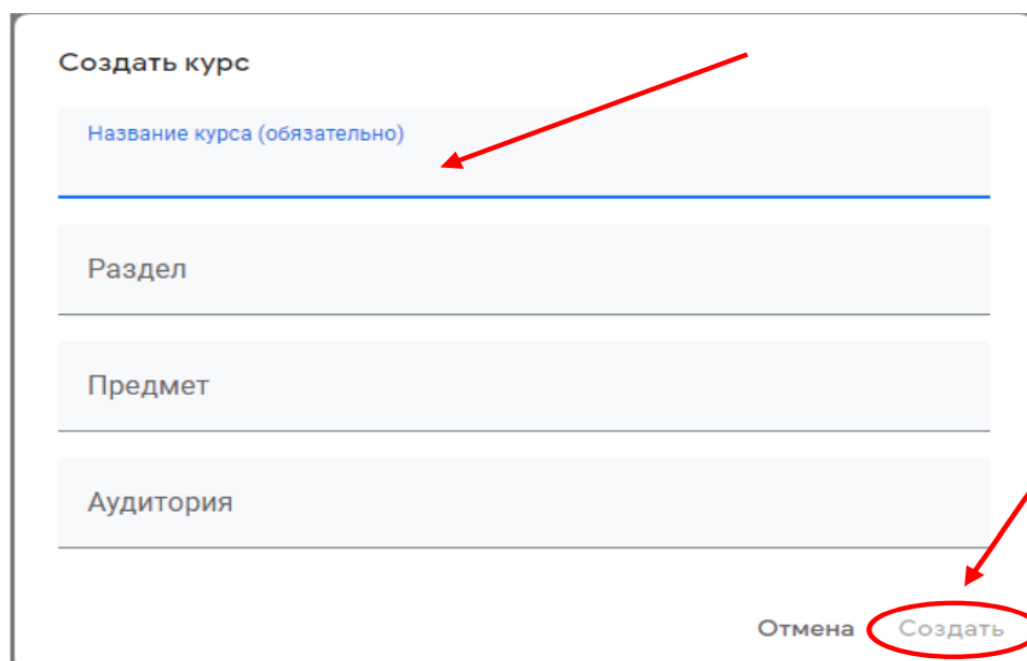
4. Click on the “+” icon in the upper right corner of the window and select the “Create Course” command.



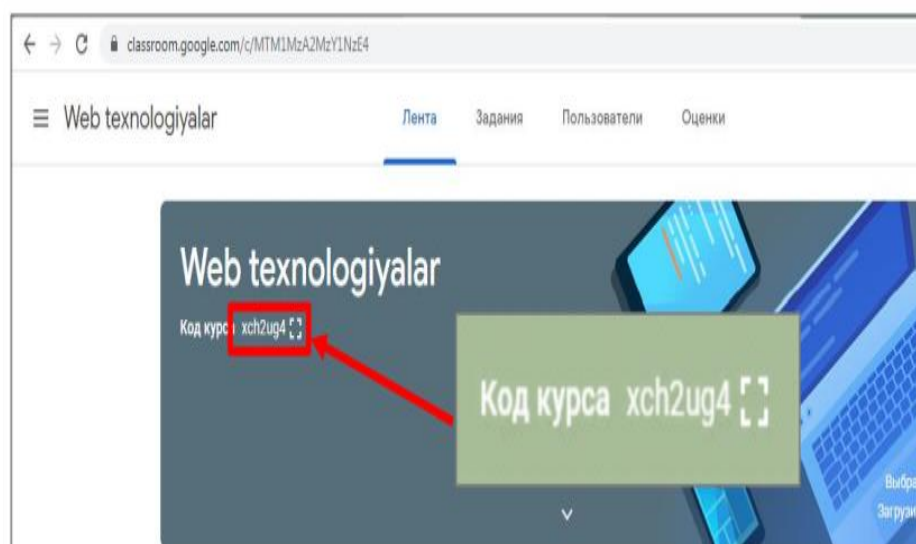
5. Agree to the terms and conditions and click the "Continue" button.



6. In the "Create Course" window that appears on the screen, enter the name of the Course, fill in the appropriate fields, and click the "Create" button.

A screenshot of the 'Создать курс' (Create Course) form. It features four input fields: 'Название курса (обязательно)' (Course name, required), 'Раздел' (Section), 'Предмет' (Subject), and 'Аудитория' (Audience). At the bottom right, there are two buttons: 'Отмена' (Cancel) and 'Создать' (Create). The 'Создать' button is circled in red, and a red arrow points to it from the right. Another red arrow points to the 'Название курса' field from the top right.

The created course will open in a virtual classroom.



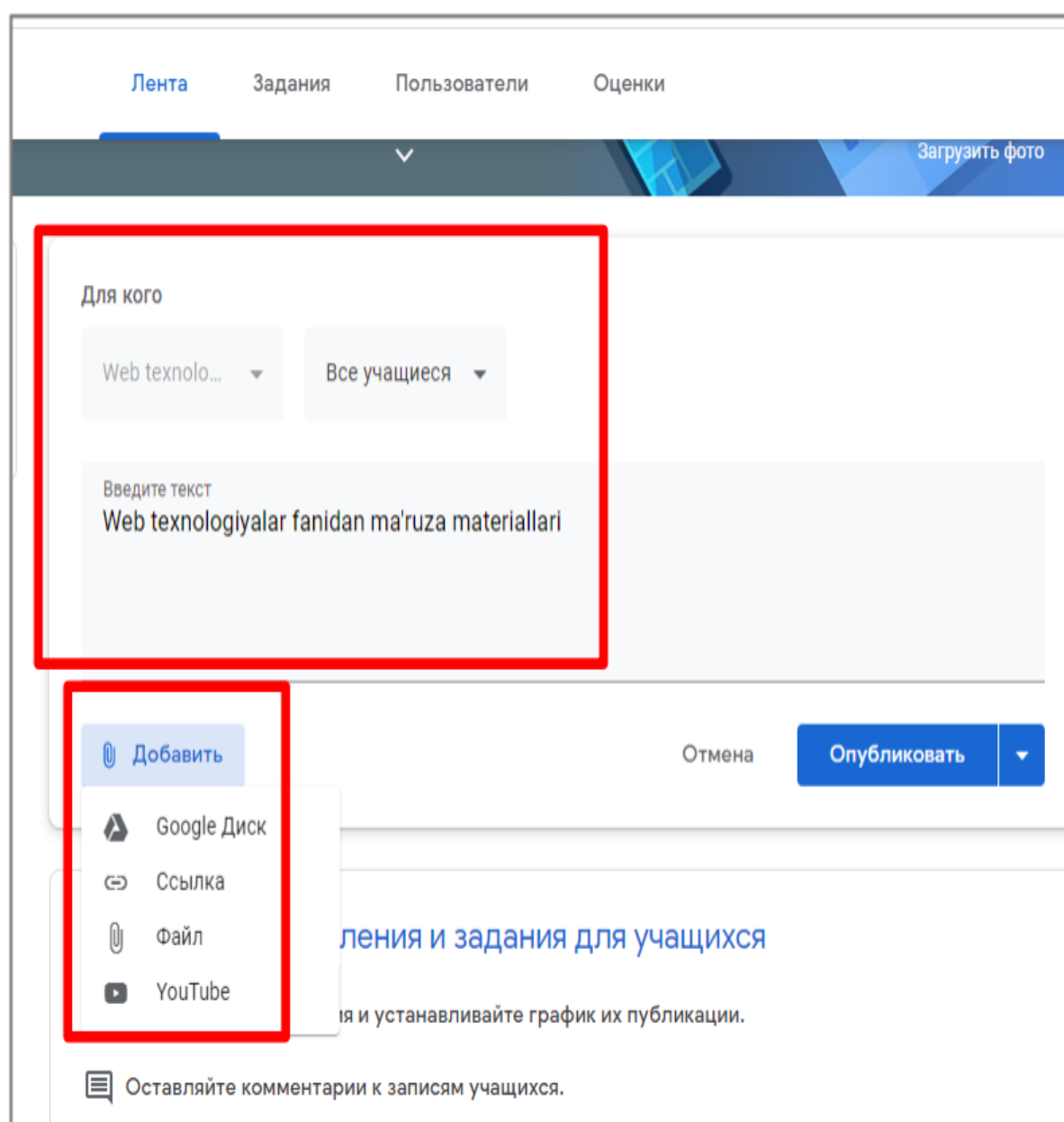
Each course automatically receives a code, according to which students will later be able to find their “virtual classroom”. Access is also available in the Google Classroom mobile app for Android and iOS. After creating a course, to add students to it, go to the “Users” section and in the “Students” line belgisi bosiladi.



In the window that appears, enter the participants' email addresses in the appropriate field and the course code will be sent to their email addresses. Thus, you have your own course in Google Classroom and can start working with it.

POSTING COURSE LECTURE (PRACTICAL TRAINING) MATERIALS

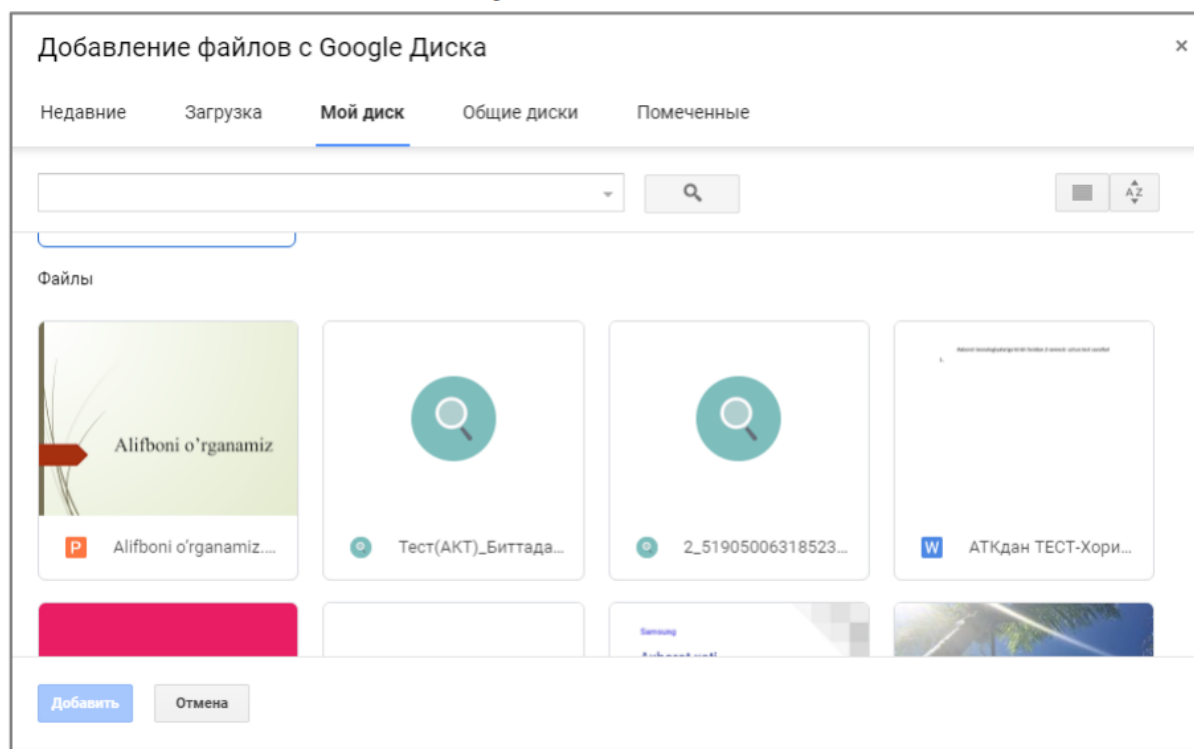
In Google Classroom, you can upload all types of files as lecture and practical materials. Google Class offers the user a wide range of options for this. You can upload materials from Google Drive, by providing a link to an Internet address, by uploading an existing file on your computer, or by providing a link to a YouTube URL. To do this, click on the “New Post” entry in the “Feed” section, enter explanatory text in the resulting line, and then click the “Add” button.



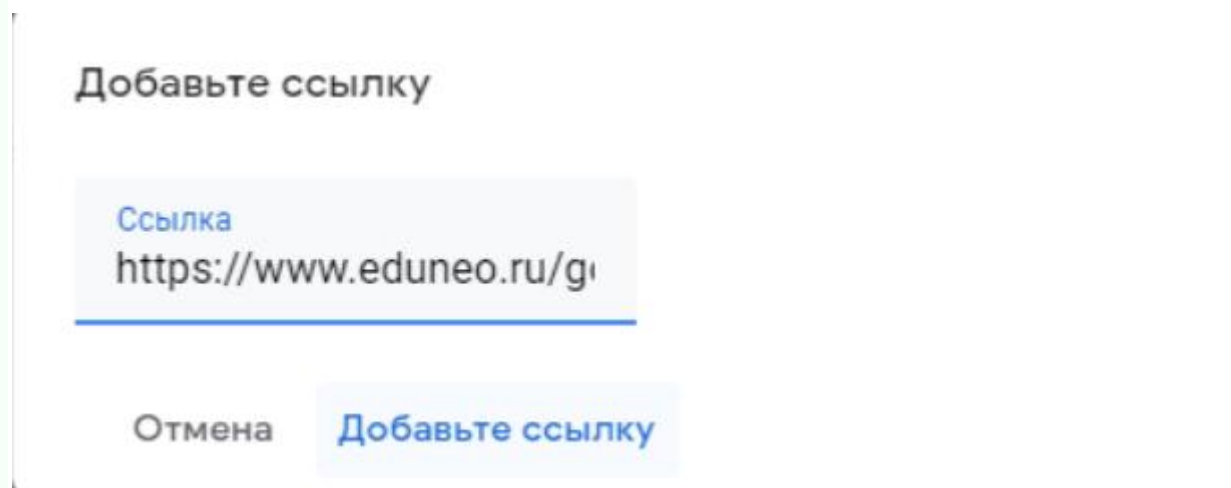
The screenshot displays a web interface for creating a post. At the top, there are navigation tabs: "Лента", "Задания", "Пользователи", and "Оценки". Below these is a dark blue header bar with a "Загрузить фото" button. The main content area is divided into two sections. The first section, titled "Для кого", contains two dropdown menus: "Web tehnolo..." and "Все учащиеся". Below these is a text input field with the placeholder "Введите текст" and the text "Web texnologiyalar fanidan ma'ruza materiallari". The second section, titled "Добавить", contains a dropdown menu with options: "Google Диск", "Ссылка", "Файл", and "YouTube". To the right of this section are buttons for "Отмена" and "Опубликовать". Below the "Добавить" section, there is a blue link "ления и задания для учащихся" and a paragraph "ия и устанавливайте график их публикации." At the bottom, there is a comment section with the text "Оставляйте комментарии к записям учащихся."

You can post comments in a course without attaching any files. To do this, simply type a comment in the appropriate line and click the "Publish" button.

Google Drive - Upload files from the account holder's Google Drive



Link – Link to a URL on the Internet.



In conclusion, it can be said that the use of electronic platforms and Google Classroom in Inclusive Education plays an important role in making the educational process equal and accessible for all students. These platforms help students with different needs to fully realize their potential. Through electronic platforms, students can learn lessons at their own pace, quickly access materials,

and receive individual support. Google Classroom, in turn, allows teachers to track students' achievements and needs, and also helps to adapt lessons through additional tools and resources. With the help of such platforms, teachers can provide interactive and personalized education, taking into account the specific characteristics of each student. These systems also allow students to provide additional support and resources, which makes inclusive education more effective. Electronic platforms help support the basic principles of inclusive education, while expanding the capabilities of all students and creating equal opportunities for them. It shapes the ways of acquiring independent knowledge.

References:

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