# WAYS TO SHAPE MEDIA CULTURE FOR STUDENTS WITH DISABILITIES

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**Annotation**
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 methods in special education institutions plays an important role in making students more active in their learning activities and increasing their interest. Such methods serve to create more convenient and effective teaching methods for students with disabilities. With the help of interactive methods, students not only gain knowledge, but also acquire practical skills.

Methods such as group work, role-playing games, and problem-solving develop communication between students. These methods encourage students to work together, help each other, and exchange ideas. This environment, especially for students with special education, helps them socialize.

The use of virtual reality technologies and simulations in education provides interesting and interactive teaching processes for students with disabilities. For example, voice simulations can be used for the blind, and interactive exercises based on hand movements for deaf students. Such approaches make lessons more lively and memorable.

In the process of implementing interactive methods, special teachers play a significant role. They must carefully plan the educational 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 methods in special education serves not only to develop students' knowledge and skills, but also to increase their self-confidence. These methods play an important role in making the special education system more effective and creative.

The problem of forming a culture of using information media for students with disabilities is currently one of the urgent issues. As a result of globalization and the rapid development of digital technologies, the role and importance of information media in the education system are significantly increasing. However, the opportunities for students with disabilities to use these tools, as well as the formation of a culture of their correct use, are still not sufficiently developed. As the capabilities of information technology have expanded, there has been a need to develop specific methods and strategies to enhance the learning opportunities of this group of students and support them in the educational environment.

The formation of a culture of using information media for students with disabilities is an important factor in their adaptation to social life and independent activity. Ensuring the effective use of information media in the educational process helps to develop knowledge and skills among students and form their information culture. In particular, providing students with special needs with the opportunity to master and use information technologies has a positive effect on their active participation in the educational process and deepening their knowledge. [1]

The main purpose of this article is to study and put into practice effective methods for the formation of a culture of using information media for students with disabilities. This is aimed not only at the widespread introduction of technologies relevant to this group, but also at increasing the level of information culture of people with disabilities in society and contributing to their intellectual development.

**Methods for forming a culture of using information media for students with disabilities**

Media literacy is especially important for students with disabilities. Modern technologies can help them participate more actively in the educational process and achieve success in social life. This process can also create more opportunities for them in the educational process and help them increase the effectiveness of using media. However, it is an urgent task to eliminate the restrictions that students face in using these technologies.

**The role of media in shaping culture**

The availability and ease of use of media for students with disabilities is of paramount importance. To form this culture, it is necessary to stimulate interest in technology among students, provide them with adaptive tools and encourage them to use them actively in the learning process. Such an approach, on the one hand, increases their knowledge and skills, and on the other hand, serves to increase the level of social activity.

**Scientific and technological approaches**

Studies show that the development of special adaptive technologies and methods 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 a culture of using information media. Teaching students to use technology, increasing their level of knowledge, and widely introducing adaptive 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 appropriate technologies.

**Future prospects and conclusion.** As can be seen from the results of the study, the formation of a culture of using information media for students with disabilities will greatly contribute not only to their educational process, but also to their adaptation to social life. In the future, it is advisable to conduct additional research in this area, develop technological infrastructure, and develop new adaptive technologies. This will not only improve the learning process of students, but also improve their quality of life

**Literature review and methodology.** Forming a culture of using information media for students with disabilities plays an important role in the modern education system. The development of information technologies creates the opportunity not only to improve the educational process, but also to strengthen social integration for students with disabilities. However, the limitations and problems in using information media for these students are still relevant.

The culture of using anformation media includes not only technical skills in their use, but also their effective and responsible use. For students with disabilities, this process requires specific approaches. Methodological guides for adapting

information media and their use in the educational process are becoming a necessity.

Research shows that special programs, adapted interfaces and support systems are needed to increase the effectiveness of using information technologies among students with disabilities. At the same time, the help of teachers and parents in using these tools is of great importance. In forming a culture of using information media, it is necessary, first of all, to identify the needs of students and create an infrastructure that meets them.

Access to information technologies not only improves the quality of education, but also develops independent thinking and creative abilities among students with disabilities. Through the correct use of information media, students' active participation in the learning process increases and their integration into social life is strengthened.

State organizations, educational institutions and all layers of society must work together to form a culture of using information media for students with disabilities. Expanding the application of information media in the educational process and creating more convenient opportunities for these students is one of the priority areas of modern education.

This study examined the methods of forming a culture of using information media for students with disabilities and analyzed how they affect the educational process. Mixed methodology was used as a research method, in which qualitative and quantitative analysis methods were used together. In the formation of a culture of using information media, first of all, questionnaires and interviews were conducted among students to assess the level of use of these technologies and to determine their needs. Also, statistical analyses were conducted to determine the effectiveness of information technologies and tools used in this process. [3]

A number of indicators were introduced during the research process to assess the effectiveness of forming a culture of using information media. These indicators include ease of use, access to information, impact on the learning process, and the formation of a positive attitude towards information media among students. The calculation formula for each of these indicators was expressed as follows:

1. Opportunities to access information:

$$A - \frac{T \text{ activity}}{T \text{ total}}$$

In here **A** is the indicator of access to information, **T** activity is the time spent by students to obtain information, **T** total is the total time in the learning process.

Based on the results obtained, a statistical analysis was conducted for each indicator, which made it possible to determine which factors are important in the process of forming a culture of using information media. On this basis, the most effective methods and strategies for forming a culture of using information media and technologies were recommended. [5]

**Results.** The following are the main results of the study, which help to analyze the effectiveness and influencing factors of forming a culture of using information media for students with disabilities.

The study involved 100 students with disabilities, and data were collected on indicators such as ease of use, access to information, impact on the learning process, and the formation of a positive attitude. With the help of these results, it became possible to assess the level of impact of using information media on the general culture. [2]

The indicator of access to information (A) was on average 0.83, which indicates that students with disabilities have good opportunities to obtain information. However, the minimum value of 0.6 indicates that access is still limited for some students.

The indicator of impact on the learning process (I) was 18.5%. This means that the use of information media increased students' knowledge by an average of 18.5%. The maximum value of this indicator is 25%, which indicates that for some students these tools significantly increased the effectiveness of education. 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 forming a culture of using information tools for students with disabilities. The impact on the learning process indicator and the index of positive attitude formation confirm that they are important for increasing the interest of this group of students in information technologies and ensuring their effectiveness. [6]

**Discussion.** The results of this study provided a clearer understanding of the important factors and indicators of effectiveness in the process of forming a culture of using information media for students with disabilities. 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 using information media motivate students to actively master information technologies.

Based on the analysis of the results, the high assessment of the ease of use index and access to information indicates that the availability and convenience of information technologies for students with disabilities is at a high level. However, given that some students still have a relatively low level of access, it is clear that

there is a need to further develop the technological infrastructure and expand the opportunities for adaptation for students with disabilities. [4]

The indicator of the impact on the learning process, that is, an average increase in the level of knowledge acquisition through information media by 18.5%, indicates that these technologies have a positive effect on increasing the overall level of knowledge of students. The fact that for some students this figure was 25% confirms that the use of information media has led to significant progress in their individual learning process. This shows that the use of information technologies not only facilitates the learning process, but also plays an important role in increasing its efficiency.

As digital technologies penetrate all aspects of life, improving digital literacy for students with disabilities remains an urgent task. These students need not only skills and qualifications, but also special adaptations in using information technologies. Therefore, the development and implementation of special programs on digital literacy is an integral part of the modern education system.

Digital literacy opens up new opportunities for students with disabilities in various fields. For example, the Internet and special programs allow for remote organization of the learning process, participation in virtual classes and trainings, as well as communication with others through social networks. At the same time, it is also important to teach students to use the Internet safely and inform them about cybersecurity.

Improving digital literacy requires adapting curricula and using special tools. For example, devices such as voice assistants, screen readers, or special keyboards and mice can help students with disabilities use information technology effectively. 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 invaluable. Teachers need to teach students how to use information technology correctly and choose appropriate methods taking into account their needs. Families, in turn, need to actively participate in supporting their use of new skills.

Digital literacy qualitatively changes the lives of students with disabilities. This process not only expands their educational opportunities, but also helps them fully integrate into society and lead an active life. Therefore, the development of digital literacy should be one of the priorities of state policy.

The use of digital technologies in special educational institutions is an important factor in improving the educational process for students with disabilities. These technologies not only facilitate the learning process, but also allow students

to be equipped with modern knowledge and skills. At the same time, digital technologies create an individual approach and a flexible educational system.

Distance learning platforms open up new horizons for students with disabilities. Through these platforms, they can participate in classes remotely and have access to special educational materials. In particular, resources such as video lessons, interactive tests, and audio textbooks facilitate their learning process.

It is important to develop customized software and technologies for special institutions. For example, subtitled video lessons are necessary for deaf and hard of hearing students, and screen learning programs for the blind. In addition, special interactive whiteboards and customized tablets make the educational process more effective.

It is also important to improve the skills of teachers in the use of digital technologies. Educators should be familiar with modern technologies and be able to use them

**Conclusion.** This study helped to identify important factors in the process of forming a culture of using information media for students with disabilities and develop approaches aimed at increasing their effectiveness. 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 for students with disabilities, access to information media is not only a means of acquiring knowledge, but also plays an important role in making them more active participants in the educational process and strengthening their social adaptation.

According to the results of the study, the integration of information media and technologies into the educational process was found to be effective in increasing student knowledge. Ease of use and access to information positively affected the formation of positive attitudes among students, helping to increase their interest in technology. At the same time, limited access for some students indicates the need to develop technological infrastructure, which will serve as the basis for improving special technologies and adaptation programs.

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