3. Активные и интерактивные методики с неблагополучными семьями:

1) Сюжетные игры с семьями.

2) Общественные поручения и дела для семьи.

3) Семейные праздники и вечера (литературная гостиная, спортландия, квесты).

4) Шефство одной семьи над другой, неблагополучной и т.п.

Важно сделать акцент на то, чтобы семьи стали на путь исправления и сохранили свой статус. Ведь семья является важнейшим социальным институтом, от нее зависит воспитание нового поколения и изменения общества. Поэтому важно уделять огромное внимание профилактики и снижению доли неблагополучных семей, чтобы избежать ухудшения состояния общества.

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CURRENT STATUS AND OUTLOOK OFINFORMATIONTECHNOLOGY APPLICATION IN SPECIAL EDUCATION IN CHINA

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In recent years, information technology is changing rapidly, and the widespread application of new information technology has led to great changes in various industries. Information technology has created many new industries and eliminated many backward industries, and has contributed to the development of information technology in people's lives and production work. It can be found that in the field of special education in all countries of the world, information technologies have also contributed to the renewal of learning elements, and for special groups of students, they have further enhanced the acquisition of personalized learning experience.

In China, many special education support policies have been introduced within the last decade, and support for the application of information technology in special education is constantly mentioned in these policies. However, as noted S.R. Harry, W. Dongyang, T. Zhang, at the policy level, China is late in development and maturity compared to European and American countries, so there is a need to deepen the development of IT applications in special education, especially in the context of the global pandemic era of the COVID19 epidemic, where the teaching and learning systems of teachers, students and parents have undergone certain adaptive changes. Further exploration of IT applications in special education, and the potential challenges and strategies is very important.

It is important to note that the current state of information technology application is largely characterized by the creation of information platforms for special education.

The core advantage of special education informatization platform lies in the integration of resources, essentially to complete the construction of the platform with the help of big data, cloud computing, artificial intelligence and other technical means, and then complete the sharing of resources. The construction of special education informatization platform has an inescapable positive significance for the objects with special education needs to further play the advantages of targeted education, learning and research with the advantages of the platform.

First of all, the foundation of the information platform lies in the extensive collection of effective data. As shown in the studies of Zh. Tiesheng, W. Dongyangand L. Li, at the level of data collection, it is necessary to ensure its comprehensiveness and accuracy, build a good data source, and provide strong support for data processing and data sharing at a later stage to further support scientific educational assessment and precise type of management and decision-making.

Secondly, the platform should, on the one hand, have a cross-regional pool of special education resources, which essentially brings into play the advantages of special education resource sharing and the platform in one, providing support and demonstration for areas with scarce special education resources and weakening the regional imbalance in educational resources. And on the other hand, it should also have a pool of educational resources across general education teachers and special education teachers, building a way of communication from the level of educational expertise and skills to Further improve the professional level of special education teachers, so as to achieve integrated education. This aspect is covered in their works W. Dongyang, L. Yan, W. Gang, L.Jianguo et al.

Finally, as it seems to us, the education of children with special needs will be tracked in a growth record, from specific basic information to the diagnosis and evaluation of deficiencies at different stages, and the educational and medical records will be linked to form a complete three-dimensional, all-round growth record, which will also provide feedback on the existing educational situation and a data base for retrospective studies. Among them, W. Dongyang is the most outstanding in this field. He has integrated the elementary school education

resources in Shenzhen and has tracked the growth trajectory of children with special needs for a long time, so that the education of children with special needs in Shenzhen has been significantly improved at the elementary school level.

Next, we should mention digital learning using multimedia resources.

In the information age, digital learning with the help of multimedia resources makes education no longer confined to a certain time and space, but presents a student-centered personalized three-dimensional development trend, and the process of education is usually problem-centered and allows for instant interaction.

In the teaching process, according to the teaching objectives and the characteristics of the teaching objects, through the teaching design, the reasonable selection and use of multimedia resources, and with the organic combination of traditional teaching methods, with a variety of media information to students, more help special education objects to obtain a better learning experience, to achieve the most optimal teaching effect, and then form a reasonable teaching process structure.

What are the problems and possible prospects for the future? Most researchers believe that it's about developing the right development concept.

The prerequisite for more effective application of information technologies in special education is the formation of the correct philosophy (W. Chunyang's ideas). Without the right philosophy, even with better equipment, you can't use them well. One of the challenges remains the establishment of the right concept among the grassroots special educators. Just as technology is not omnipotent, technology is for people, and it needs to be based on the correct development concept and implementation principles to complete the implementation of information technology in special education. On the one hand, it should have the top-level ideological design of in-depth integration of information technology in education and teaching, and at the same time, it should also establish the concept of talent training with the learner as the center and the students' learning effect as the goal. In the specific implementation process, it is necessary to make good use of compensation theory and adopt an information technology approach that builds on the strengths and avoids the weaknesses of students' specific situations; it is also necessary to integrate intuitiveness and abstraction. Therefore, the establishment of the correct development concept can lay the foundation for the steady and healthy application and promotion of information technology in the field of special education.

In terms of information technology infrastructure construction, a research study points out that the number of terminals per teacher in special education schools in western China is only 0.78, which is lower than that in general education schools; and the construction of digital resource libraries (including Braille translation software and sign language learning software) also lags behind that of general schools, and there is also a large regional development imbalance in western China. It is well represented in Zh. Tiesheng's and M.Ding 's studies[1].

Thus, it can be seen that in the process of promoting special education informatization in China, the special characteristics of the special education

infrastructure construction level are not better realized in practice, and the informatization infrastructure is the primary condition for the development and application of informatization technology, and in response to the challenge of the construction of informatization infrastructure, the infrastructure construction is guaranteed while the infrastructure construction of new applications should be gradually carried out in developed areas of pilot sites, such as cloud service informatization resources, etc. In general, the construction of special education informatization infrastructure in China still needs to be further emphasized and improved.

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THE STATUS QUO OF EDUCATIONAND THE ART STUDENTS UNDER THE COVID-19 PANDEMIC

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The sudden outbreak of COVID- 19 has brought challenges and opportunities to the whole world. COVID- 19 has gradually made some changes in all walks of life in society, and so is education. Under the cover of the pandemic, numerous problems in education have been highlighted, such as educational unfairness and psychological problems. At the same time, it has also brought some positive changes to education, which may promote the reform of education in the future. Because of the special nature of art students, their psychological and practical problems should be paid more attention to. Therefore, this material is proposed to consider.

In the works of H. Yuting, Zh. Yingjie, D. Bhanot, T. Singh and other researchers devoted to the problem of COVID-19 and society, it was noted that the difficulties of the pandemic raised issues of unfair distribution of social resources, which, in turn, affects education. These hidden problems are more obvious in distance teaching.

the authors also note that the psychological pressure caused by the pandemic will affect the academic performance of students in distance learning. [1]. Therefore, Godoy and others suggested that psychotherapy courses should also be included in remote education. AndiWahyuIrawan deems that firstly students will be tired of learning after two weeks of online courses at home, that secondly online learning has