

PEDAGOGICAL TASKS OF SPEECH THERAPIST AND PARENT COOPERATION IN ELIMINATING SPEECH DEFECTS

Makhmudov Khurshid Shukhratovich

Department of Special Pedagogy of QDPI, Teacher

Khomidova Shahribonu,
Student of Speech Therapy

Abstract

Working with parents is a complex and important part of the activity of a speech and language pathologist. It includes the interaction of parents and educators, pedagogues in creating and raising a child.

Y.A. Arkin included the following in the main tasks of working with parents:

- 1) studying the child's family;
- 2) involvement of parents in active participation in the activities of the institution;
- 3) Studying the experience of the family in raising and teaching children with speech disabilities;
- 4) providing parents with concepts in the field of correctional pedagogy and psychology.

One of the main problems in solving the tasks of cooperation between speech therapists and parents is the lack of familiarity with the work of this field, on the one hand, and the use of only traditional methods in working with the family, on the other hand, and often use other forms of cooperation between pedagogues and parents. the need arises.

It is interesting to study such cooperation in England. For example, Lindon studied the involvement of parents in the upbringing of children.

INTRODUCTION

G. Pag and B. Tayzard focused their research on the issues of involving parents in the activities of the institution. Based on these studies, 5 main directions of cooperation were indicated, 3 of which were recommended to specialists, and 2 to parents.

1. "Professionals trying to help children without upbringing see parents as an important potential in children's speech, and at the same time "part of the problem."
2. Children's difficulties are considered as family difficulties and are not separated from family problems. The problem cannot be solved without convincing other members of the family that changes should be made
3. Specialists involve parents in teaching a child at home, they help their children's success, rather than disrupting their work. Parents can acquire new skills to help their children.

4. Another aspect of cooperation is the right of parents to access information and apply to the institution to effectively influence their children's lives.

5. Parents consider themselves adults capable of everything.

The family is an important factor in the socialization of not only children, but also adults, and the physical, emotional and social development of a person throughout his life depends on it. Education in the family is seen not only in the socialization of the child's personality, but also in the manifestation of the spiritual side of parents individually in their children, in the protection of children. Working with parents is a complex and important part of the activity of a defectologist, which involves raising the level of parents' pedagogical knowledge, skills and qualifications; requires the help of family education pedagogues to parents.

For the socialization of the child, upbringing in the family creates an opportunity not only for the interests of the community, but also for the spiritual influence of parents, the interests of children in support and protection, and the spiritual support of parents. In family life, social and biological, moral-legal, psychological and aesthetic relations lie.

The educational potential of the family is formed by the factors and conditions that determine its pedagogical capabilities. The following can be indicated as components of the educational potential of the family:

- number and structure of family members;
- moral-psychological environment in the family, character of communication between family members;
- life and professional experience of parents, their level of education and pedagogical culture;
- the distribution of tasks in the family (including educational tasks);
- financial and household conditions in the family;
- formation of family holidays, existence of family traditions;
- interaction of the family with the institution and other social institutions.

The problems of a family with a child with a speech impediment are manifested in various spheres of his life. In the history of human development, the relationship between such a family and society is characterized by different levels of attention of society to the family and its needs. Different stages of such interactions can be distinguished.

Mutual cooperation of pedagogues and parents should be implemented step by step, and its task should include the formation of an active pedagogical position of parents. Properly organized work will have an educational character. The teacher should rely on the positive experiences of education in the family and spread it. The first and decisive condition of cooperation is a trusting relationship between the pedagogue and parents. Communication should be such that the parents are interested in the educational process.

The second, more important task is to arm the family with pedagogical skills and knowledge. As a result of organizing the process of pedagogical cooperation in this way, it is possible to see that parents become an active participant not only in raising their child, but also in the educational work of the whole community. Teachers and parents complement each other as partners. Partnership relations imply the equality of both sides, mutual warmth and respect. The cooperation between the family and the institution includes the following:

- to study the family in order to determine its possibilities in raising a child;
- grouping of families according to their moral capabilities in child rearing;
- creating a program for the joint actions of pedagogues and parents;
- analysis of intermediate and final results of educational activities;

Currently, all experts recognize the need to involve parents in the work of the institution, but there is also a certain disharmony and incompatibility in the relationship between pedagogues and parents. The development of such relationships can be hindered by personal and professional factors: lack of time, lack of self-confidence, ethnic stereotypes, feelings of pain - all this, personal and professional views prevent families from being active participants in the education of their children. Therefore, pedagogues themselves should take the initiative and understand how to cooperate with each individual family. Using the principle of individual approach with the participation of parents, it is possible to develop various methods of involving most families to work.

Strengthening and development of communication and cooperation between different social institutions (institution, family, community) leads to improvement of lifestyle and education of children with speech impairment.

Thus, in the field of correctional pedagogy, parents should know the main laws and features of raising and teaching children with speech defects, familiarize themselves with the content and methods of education, the child's relationship with others and the formation of socially valuable forms of behavior. It is important for children to master the forms and methods of organizing activities and communication.

References

1. Maxmudova, M. S. "Logopediya."
2. Sobirkhonovna, Mahmudova Madina. "THE IMPORTANCE OF THE USE OF PROJECT TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS IN THE PROCESS OF INDEPENDENT LEARNING." EURASIAN EDUCATION, SCIENCE AND INNOVATION (2020): 29.
3. Sobirxonovna, Maxmudova Madinaxon. "GENEALOGY OF SCHOLARS AFTER THE 15TH CENTURY IN THE STUDY OF SPEECH DEFICIT." Conferencea 11.11 (2023): 21-25.
4. Sobirxonovna, Maxmudova Madinaxon. "The genealogy of thoughts of the manifestations of ancient antiquity in the study of the speech deficit of dislaliya." Conferencea 11.11 (2023): 17-20.
5. Sobirkhonovna, Makhmudova Madinaxon, and Goyipova Nodira. "Theoretical aspects of the development of academic mobility of future speech therapists in dual education." Asian Journal of Multidimensional Research 11.12 (2022): 148-154.
6. Dildora, Madinahan Makhmudova Musayeva. "THEORETICAL SIGNIFICANCE OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE EDUCATOR OF A SPECIAL EDUCATIONAL INSTITUTION ON THE BASIS OF NATIONAL VALUES." Conferencea 12.2 (2023): 170-178.

7. Махмудова, Мадинахон Махмудов Хуршид. "Нутқи тўлиқ ривожланмаган мактабгача ёшдаги болаларни ёзма нутққа тайёргарлигини шакллантириш муаммолари." *Confrencea 12.2* (2023): 179-186.
8. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." *Confrencea 12.2* (2023): 187-192.
9. Эркабоева, Нигора, et al. "Педагогик маҳорат: схема ва расмларда." Т.: "Наврўз" (2012).
10. Erkaboeva, N., et al. "Pedagogical skills: in diagrams and pictures: Methodical manual." Tashkent: TDPU named after Nizami (2012): 14.
11. Эркабоева, Нигора Шерматовна. "ОСОБЕННОСТИ СОВРЕМЕННЫХ УЗБЕКСКИХ СЕМЕЙ." *Ученый XXI века 4-1* (2016).
12. Erkaboeva, Nigora Shermatovna, and Mukhtorova Maftuna Bakhromovna. "A MODERN APPROACH TO THE FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE DEFECTOLOGISTS." *Galaxy International Interdisciplinary Research Journal 10.12* (2022): 1723-1725.
13. Erkaboeva, Nigora Shermatovna, and Dildora Akiljon-Kizi Musaeva. "FACTORS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF A TEACHER OF A SPECIAL EDUCATION INSTITUTION." *Open Access Repository 8.12* (2022): 109-111.
14. Sobirkhanovna, Makhmudova Madinakhan, and Vakhobova Munirakhan Sadirdinovna. "PECULIARITIES OF SPEECH OF CHILDREN WITH MOTOR ALALIA SPEECH DISORDER." *Open Access Repository 4.3* (2023): 851-858.
15. Sobirkhanovna, Makhmudova Madinakhan, and Akhmedova Vazirakhan. "EFFECTIVE ORGANIZATION OF CORRECTIONAL-LOGOPEDIC WORK IN CHILDREN WITH CEREBRAL PALSY." *Open Access Repository 4.3* (2023): 134-141.
16. Sobirkhanovna, Makhmudova Madinakhan. "SOCIO-PEDAGOGICAL FOUNDATIONS OF INCREASING THE EFFECTIVENESS OF INDEPENDENT EDUCATION OF STUDENTS IN HIGHER EDUCATION." *International Journal of Early Childhood Special Education 14.6* (2022).
17. Шухратович, Махмудов Хуршид и Исодуллаева Икболой. «ФИЗИОЛОГИЧЕСКИЕ ОСНОВЫ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ». Репозиторий открытого доступа 4.3 (2023): 765-771.
18. Шухратович, Махмудов Хуршид и Таирова Махлиё. «Способы расширения словарного запаса умственно отсталых детей дошкольного возраста на основе сюжетно-ролевых игр». *Международный журнал специального образования в раннем детстве 15.2* (2023).