

## SPECIFIC FEATURES OF DYSARTHRIA SPEECH DISORDER IN CHILDREN WITH SPEECH DEFICIENCY

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### Abstract

This article describes the specific features of dysarthric speech disorder, its forms, symptoms and mechanisms of manifestation, and it can be seen that Tardien divides the speech deficits of dysarthric children into 4 levels.

**Keywords.** Dysarthria, anarthria, phonemic hearing, speech deficiency, sound pronunciation, grammatical disorder, vocabulary, articulation, motor skills.

### 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.

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