



## THE CONTENT OF THE ORGANIZATION OF COOPERATION WORK OF THE SPEECH THERAPIST IN CARRYING OUT CORRECTIONAL WORK

Autaeva Akbota

Candidate of Psychological Sciences, Associate Professor Kaznpu

Kandidat Psixologicheskix Nauk, Assotsiirovannyy Professor KazNPU im. Abaya  
akbota-n@mail.ru

Makhmudov Khurshidzon Shukhratovych

Teacher of the Department of Special  
Pedagogy of the Kokan State Pedagogical Institute  
E-mail: Xurshidmaxmudov63@gmail.com

### Abstract

In this article, the content of the cooperation of the teacher-speech therapist with primary school teachers, preschool educational institutions and parents is highlighted.

**Keywords:** speech therapist, differential, sound, pronunciation, correction, written speech, oral speech, speech defect, phonemic process, auditory perception.

The effectiveness of correctional work depends on the cooperation of the teacher-speech therapist with the elementary school teacher.

Often, a teacher-speech therapist faces protests from elementary school teachers. This is due to the fact that primary school teachers, especially the older generation, do not understand the purpose of speech therapy work correctly, according to their opinion, a speech therapist should only work with children who have a sound pronunciation defect, and they should learn all the sounds. They do not understand that children with correct pronunciation, but with written speech disabilities, are trained by a speech therapist. For this reason, disagreements arise between a teacher - a speech therapist and a primary school teacher.

In order to prevent a similar situation, the speech therapist should inform the pedagogical council at the beginning of the academic year about the types of speech defects and their impact on the acquisition of educational materials by students from all subjects and especially from the mother tongue, reading. should do. Also, the speech therapist should talk about the content of the correctional work, its organization, the connection of the correctional work with the native language and study programs. Experiments show that when primary school teachers become



familiar with the goals and tasks of speech therapy work, they begin to react objectively and with interest to this process.

During the academic year, the speech therapist teaches primary school teachers about the specificity of speech defects that prevent them from mastering writing and reading processes, differential approach to underachieving students in the classroom (if possible, those who are studying at school (in the case of specific students), about some speech therapy work methods and exercises that elementary school teachers can use in their work processes, only children who need the help of a speech therapist with normal intellect and hearing are engaged in the speech therapy center to introduce students who are excluded from this, that they should be sent to specialists - doctors in the appropriate order, and the official work that should be performed by the teacher - speech therapist and primary school teacher when sending them to special institutions must

In order to make promotional work more effective, the teacher-speech therapist should give several open lessons for primary school teachers during the school year. A teacher-speech therapist should know the native language and the methodology of teaching reading, which subject is covered in classes at which time, and must comply with the requirements of the state program in his training. A teacher - a speech therapist and a primary school teacher should jointly set the same requirements for a speech therapist child, not to confuse his speech deficits with errors related to not mastering the subject or grammar rules, and to evaluate the student separately. it is important to be considerate. If necessary, the teacher-speech therapist can prepare and distribute a note to primary school teachers reminding them of logopathic errors and their speech defect.

A sample note for primary school teachers

I. Errors conditioned by the lack of formation of phonemic processes and auditory perception:

- 1) omission of letters and syllables - "mashna" (machine);
- 2) exchange of letters and syllables - "rekmala" (advertisement);
- 3) omitting letters and syllables at the end of the word, not writing them completely - "before" (before);
- 4) lengthen words by adding extra letters and syllables - "grandmother" (grandmother);
- 5) completely changing the word - "ichcha" (drink tea);
- 6) writing words together or separating them at will - "kir ibkeldi" (came in), "tezke" (come quickly)



7) not being able to determine the boundaries of sentences in the text, adding sentences - "My father is a driver. The driver's job is hard to drive the car. Yashkhi should know and I too. After finishing school, I will also learn to drive a car";

8) replacing one letter with another - "makdab" (school);

II. Errors conditioned by the lack of formation of the lexico-grammatical aspects of speech:

1) agrammatism;

2) separate or add prefixes and suffixes.

Cooperation with preschool educational institutions. It is important to achieve cooperation between two important institutions - a preschool educational institution and school speech therapy centers - in order to ensure a comprehensive approach to the correction of speech defects observed in children. Their cooperation will prevent defects in children and minimize the negative impact of these defects on the acquisition of writing and reading skills by students. In addition, speech therapists of preschool educational institutions work together with speech therapists at the school speech therapy center, which saves time spent on studying children and determining the approach to them.

The cooperation of the speech therapists of these two institutions is carried out mainly in the district methodical councils, which are organized in cooperation, and organizational and methodical issues are resolved in them, and best practices are studied.

First of all, the organization of speech therapy groups in the school speech center is included in the organizational issues.

At the end of the school year (May 15), the speech therapists of preschool educational institutions determine which schools in the district their pupils will go to, and the last name, first name, home address and phone number of the children, the number of the student's school, and the speech therapist at the time of graduation from the preschool educational institution makes a list of children, showing the conclusion. After May 15, this information will be submitted to the speech therapist of the speech therapist of the school's orthopedic center for the continuation of the correctional work started in preschool educational institutions.

At the beginning of the academic year, speech therapists of pre-school educational institutions and speech therapists of the school's speech therapists of the first method branch draw up a plan of cooperation for the new academic year, which includes the amount and time of conducting method councils, the main types of correctional work. will be shown.





Cooperation with parents. Parents of children admitted to the speech center are a great helper in the work of the speech therapist of the school speech therapy center. The speech therapist meets the parents for the first time in the middle of September, when he gathers the parents after forming the groups and the training schedule. Experience shows that most parents do not know what a speech therapist does. In addition, some parents have a negative reaction to the fact that their children are involved in logopoint, and in this case disagreements arise.

In order to prevent such disagreements, the speech therapist participates in the meeting of parents convened by the elementary school teacher at the beginning of September and gives brief information about the content of his work. A speech therapist notes that the speech defect is not only a defect in the pronunciation of sounds, but even in students who pronounce all the sounds correctly, there are phonetic-phonemic, lexical and grammatical defects that prevent them from mastering writing and reading, as a result of which o The student should explain to his parents that he has difficulty mastering all subjects. It is necessary to convince the parents that it is possible to eliminate such seemingly insignificant, but important defects in the child's mastery of the school program as a result of logopoint training. The speech therapist informs the parents about the meeting through the elementary school teacher, and in order to establish more communication, invitation letters or phone calls to the parents indicating the time and place of the meeting can apply through.

At the initial meeting, the speech therapist will provide more detailed information about speech defects and inform each parent about the defect identified in their child, the consequences that may arise from it, and provide examples of the written work of dysgraphic children. , explains them.

Then he introduces the composition of groups and small groups, the schedule of activities and distributes "Individual maps of students" for filling. It should be emphasized to the attention of parents that by signing the "Individual Map of Pupils" they are equally responsible for their children's participation in logopoint classes with the elementary school teacher.

Parents should be informed about the annual work plan of the logopoint, that is, what the students will do during the year, the educational materials that the students will need to participate in the logopoint (checkbooks and red, black 'k, green colored pens) will have information about.

Also, parents should be informed about the speech order in the family, approach to their children, work to be done at home in order to increase children's vocabulary, speech therapists that it is impossible to copy homework several times in order to







achieve beautiful and correct writing, children In order not to overexert themselves in the performance of homework, it is mentioned that for 1st grade - 1 hour, for 2nd and 4th grade - no more than 1-1.5 hours, homework in all subjects should be completed.

If necessary, the speech therapist should remind the child that he can refer the child to a specialist - doctors, taking into account the interests of the child. Parents of children who have a deficiency in the pronunciation of sounds are informed that it is necessary to keep a notebook of daily tasks in order to strengthen the pronunciation of sounds in their children, to increase the work efficiency and to prevent the correction work from being prolonged.

During the academic year, parents are informed of the days and times of consultations, as well as appoint them to be in constant contact with a speech therapist.

Parents of children who do not attend logped classes, who do not do their homework, who need to be seen by a psychoneurologist or a neuropathologist, are invited to the school separately and the reasons are investigated.

At the end of the school year, parents are invited to the meeting again. At this meeting, the changes that have occurred in the students, the work done, the role of parents and the work done by them, the list of children who will be removed from the speech center and who need the help of a speech therapist in the next school year will be announced. In the second part of the meeting, he mentions that giving tasks and advice to parents during the summer vacation, and continuing speech therapy work at home without interruption, will prevent a decrease in work efficiency. It is necessary to emphasize that summer is an important time for children to increase their vocabulary, and parents should be close assistants to their children.

In conclusion, it is permissible to say that the collaborative work of a teacher-speech therapist leads to the effectiveness of corrective work with children with speech defects.

### References:

1. Malenkova, L.I. Pedagogi, roditeli i deti. // Malenkova L.I. M.: Prosveshenie, 1994.- 474s.
2. Mo'minova L.R. Nogiron bolalarni oilada tarbiyalash.T.: Respublika oila markazi. 1996 y.
3. Shoumarov G'.B. Oila psixologiyasi. T.: "Sharq", 2008 yil.
4. Тешабоева, Феруза Рахимовна. "TRAINING FUTURE DEFECTOLOGISTS IN HIGHER EDUCATION ON THE BASE OF INNOVATIVE TECHNOLOGIES." Confrencea 5.05 (2023): 303-308.





5. Sadikovna, Rakhimova Khurshidakhon, and Oppoxo'jayev Xojixuja Azimjon o'g. "THE IMPORTANCE OF INCLUSIVE EDUCATION IN SOLVING THE PROBLEM OF EQUALITY IN THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS." Open Access Repository 4.3 (2023): 757-764.
6. Rakhimovna, Teshaboeva Feruza. "IMPROVING THE EFFECTIVENESS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER TONGUE" IN HIGHER EDUCATION AS A PEDAGOGICAL, METHODOLOGICAL PROBLEM."
7. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." Confrencea 3.03 (2023): 188-192.
8. Sadikovna, Rakhimova Khurshidakhon. "COCHLEAR IMPLANTATION: AN INNOVATION IN THE DEVELOPMENT OF TECHNOLOGY, MEDICINE, DEAF PEDAGOGY AND SPEECH THERAPY." Open Access Repository 4.2 (2023): 321-330.
9. Махмудова, Мадинахон Махмудов Хуршид. "Нутқи тўлиқ ривожланмаган мактабгача ёшдаги болаларни ёзма нутққа тайёргарлигини шакллантириш муаммолари." Confrencea 4.04 (2023): 179-186.
10. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." Confrencea 4.04 (2023): 187-192.
11. Shukhratovich, Makhmudov Khurshid, and Isodullayeva Iqboloy. "PHYSIOLOGICAL FOUNDATIONS OF SPEECH ACTIVITY." Open Access Repository 4.3 (2023): 765-771.
12. Shukhratovich, Makhmudov Khurshid, and Tahirova Mahliyo. "Ways To Increase The Vocabulary Of Mentally Retarded Children Of Preschool Age Based On Plot Role-Playing Games." International Journal of Early Childhood Special Education 15.2 (2023).

