



## PEDAGOGICAL ASPECTS OF FAMILY UPBRINGING OF SPEECH- IMPAIRED CHILDREN

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### Abstract

It is very important to cooperate with the family and help them in the implementation of work to eliminate, correct and develop children with speech defects. This article contains practical thoughts about the above issues and the stages of family upbringing and development of speech-impaired children.

**Keywords:** Speech-impaired children, mental functions, parents, family environment, individual program, speech development, speech, cognitive activity.

The greatest difficulty in implementing a plan for the organization of cooperation is the lack of interest from parents. The most effective way to deal with such families is the individual form of influence, including individual counseling. Individual counseling was conducted in several stages. At each stage, specific and appropriate issues were implemented and specific methods were used.

The task of the first stage is to establish an open and trusting relationship with parents who refuse cooperation and have a negative view of it. For this purpose, an interview, which is one of the acceptable forms of individual counseling, was used. The content of the interview was based on the task of this stage. In the initial short conversation, criticism of the parents' poor pedagogical skills and their bad behavior is avoided. At the first meeting, parents try to pretend that they did not notice their mistakes and to justify their trust.

If the parents themselves need to be treated, the process of mutual and complete trust with them is assumed to be long-term and difficult, and is approached according to the situation.

The second stage of individual work with parents is conducted in the form of a consultation-recommendation and is planned depending on the severity of the speech defect.

It is very useful to explain to the parents the lack of speech and the child's mental characteristics, needs, age and special interests in order to prevent and eliminate existing difficulties. Otherwise, specific difficulties may arise in the introduction of accepted pedagogical methods.

The proposed recommendation requires an approach that takes into account the specific characteristics of children's psychophysical development. Parents should be





familiar with child diagnosis, social environment and methods of corrective and developmental work. Family members do not stay away from education and upbringing and actively participate in these activities.

Recommendations are developed in order to conduct correctional-educational work in the family with children who need special education, and it is applied to children of any age (primary to school age) who are behind in development and have any type of disability. can be used. It should cover all major areas of development of a child with a speech impediment: speech, cognitive, socio-economic, motor and self-care, as well as treatment and medical rehabilitation.

The individual development program solves the following tasks:

diagnostic tasks: continuous and comprehensive study of the child's psychophysical condition, taking into account the different periods of formation of individual functional systems;

- assessment of the impact of medical and social risk factors on child development;
- determining in advance the perspective of the child's circumstances during the period of individual education;

corrective and developmental tasks: to overcome and compensate for deficiencies, to achieve adaptation of the child in the social environment;

educational tasks: teaching children how to master social experience, developing their cognitive activity, forming all types of children's activities typical for each age period;

educational tasks: adapting to the social environment, increasing the child's independence in the family, forming moral and moral criteria in the activities and morals of preschool children, as well as raising positive human qualities in the child.

- the cognitive activity section includes familiarization with the environment, classes on activities such as mathematics and games, work, drawing, application;
- to the speech development department to eliminate, develop, grow and teach free communication;
- the motor development department includes morning gymnastics and physical education classes, action games;
- socio-emotional section includes holidays, music lessons and other events;
- the self-service department includes referral to social and household services and labor training.
- musical education is carried out in the following directions: listening to music, singing, dancing, playing musical instruments.





Therefore, the specialist's help should be focused on the child's correctional and pedagogical education on the one hand, and on the other hand, on the formation of effective methods of cooperation between parents and their children.

The following are the ways of forming cooperation between children with speech disabilities and their parents.

We will dwell on the content of the system of working with the family, the purpose and tasks of effective work with parents.

Specialists (speech therapist, defectologist, educator, psychologist, teacher) meet with families individually or collectively. An individual program of child development is drawn up. This was carried out in two directions. The individual program of child education includes the following. Formation of methods of acquisition of social experience of raising interest in adults; development of the skill of orientation by color and shape, education of interest in home activities, improvement and development of general and fine motor skills, development of speech understanding, formation of the skill of active acquisition of speech.

The individual program for the formation of cooperation between parents and their children envisages the implementation of the following goals. Forming an active and reliable method of education, training parents to organize object-game activities with children with psychophysical development defects. As a result, the formation of pedagogic observation skills, increasing the level of parental competence in child education, developing the interaction of parents with their children, and teaching parents to work with an individual program of child education.

In the parents' corner, useful information is provided for them. It should contain organizational information: group composition, exact names and surnames of pedagogues, agenda, training schedule. Such information allows parents to have accurate information about the life of children in a preschool institution. Usually, in the parents' corner, there are pedagogical recommendations on various directions of education prepared by group pedagogues or presented in the form of articles from newspapers and magazines. It is appropriate to place here books on upbringing and education of children of preschool age, new special literature, useful for parents. Here you can find interesting manuals, diaries and writings of parents about raising children in the family.

It is very important to be consistent, systematic, and take into account their capabilities when working with parents. Mutual understanding, participation and activity of speech therapist and parents determine the general result of developmental and correction work in many ways.





Thus, the following conclusions were reached:

The proposed system has a positive effect on the family raising a child with a severe speech impediment, the elimination and correction of secondary defects in the child's mental development, and the essence of the proposed activities is the cooperation of parents with their child, which is the basis of the child's social development. proves that the complex is effective.

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