



## Problems Of Parental Cooperation In Special Pedagogy

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### ABSTRACT

The form and content of work with parents in the upbringing and development of a child with a speech impediment in the family, the level of their interaction with speech therapists (defectologists) and the problems observed in work with parents.

### KEYWORDS

Speech, family, differential, correction, collaboration, individual

### INTRODUCTION

The growth of universal values and the development of our society require special attention to the education of children in need. Today it is the duty of all of us to bring up

children with disabilities as physically healthy, spiritually and morally mature people. The role of not only government agencies, but also the family in the implementation of corrective

speech therapy is invaluable. For the first time, a human being is brought up in a family where he or she was born and raised. Her upbringing is shaped for the first time through communication and interaction with family members in her family. How a child develops as a person in the future, how he or she finds his or her place in life, how he or she is brought up in the family, what the climate is like in the family, how he or she interacts with his or her parents, is important.

It is well known that in recent years the number of children with disabilities and children with special needs in the family has increased. Such cases are of particular concern to parents, professionals and the public. This situation has a strong impact on the mental state of parents. In some cases, it can lead to marital unhappiness and depression. Such problems remain an important issue in the maximum involvement of parents in the correctional process and the need for professional assistance.

The development of a child in a family is influenced by various factors. In particular, B.C. Agapov (1994) distinguishes three different levels by classifying these factors.

First, the level of the individual is related to the individual-psychological characteristics of the person (general constitution, mental processes, properties and states, biochemical, biophysical, biomechanical, system of bioenergetic relations and appearance);

The second level is called the personality level. It is related to personality traits, the nature of activity, the specifics of psychological protections, the characteristics of a person's lifestyle and way of life;

The third level includes interpersonal factors, such as compliance with group norms, cultural characteristics, traditions and customs, family, school, children's behavior;

each of the above conditions plays a major role in a child's personal development. Factors influencing self-awareness need to be considered within the system, but each tertiary condition distributes its effects through changes in the family environment. Therefore, if these factors are regulated in terms of their importance in the developmental process of the child, the factor of family circumstances becomes one of the leaders. Indeed, in the process of development of the child's personality, the characteristics of family situations, the role in its formation play an important role.

The form and content of work with parents in the upbringing and development of a child with a speech impediment in the family was determined by the degree of their cooperation with speech therapists. We rely on the following principles in organizing work with parents:

- Differentiated care that takes into account the level of readiness of parents to receive defectological care;
- Availability of feedback from parents;
- Priority of one or another form of work in different periods of correctional training.

The biggest challenge in implementing a partnership plan comes from parents who have little interest. The most effective way to deal with such families is through an individual form of physical influence, including individual counseling. Individual counseling is conducted in several stages. At each stage, specific and appropriate issues are addressed, and the use of specific methods gives effective results.

The first step is to establish an open and trusting relationship with parents who refuse to cooperate and have a negative view of it. One of the acceptable forms of individual counseling for this purpose is a conversation. The content of the interview was based on the

task of this stage. The initial short interview avoids criticizing parents for their poor pedagogical skills and misbehavior. At the first meeting, the parents try not to feel guilty and to justify their trust. The second phase of individual work with parents in the form of counseling is planned depending on the severity of the speech impediment. It is very useful for parents to prevent and eliminate existing difficulties, to explain in a timely manner the speech impediment and the mental characteristics of the child, taking into account his age and special interests. Otherwise, there may be difficulties in implementing the adopted pedagogical methods. Here are some ways in which children with speech problems can work with their parents:

- We will focus on the content of the system of work of specialists with the family, the goals and objectives of effective forms of work with parents;
- Specialists (speech therapist, speech pathologist, educator, psychologist, teacher) meet with families in individual or general meetings. An individual program of child development is created. This was done in two directions. An individual child education program includes: Fostering interest in adults Forming ways to acquire social experience; development of color and shape orientation skills, interest in play activities, improvement and development of general and fine motor skills, development of speech comprehension, formation of active speech skills.

An individual program for parents to build partnerships with their children aims to: To form an active and reliable method of upbringing, to teach parents to organize subject-play activities with young children with psychophysical disabilities. Therefore, it is necessary to develop the skills of pedagogical observation, to teach parents to

work in the upbringing of children with the development of interaction with the child. The parent corner will provide useful information for them. It is desirable to have organizational information: the composition of the group, the exact names of teachers, the agenda, the schedule. Such information allows parents to have accurate information about the lives of children in preschool. Usually, the parents' corner contains pedagogical recommendations on various aspects of education, prepared by group teachers or presented in the form of articles in newspapers and magazines. There are books on upbringing and education of preschool children, new special literature, interesting parenting manuals on family upbringing of children, diaries, consistency, systematic work with parents, useful for parents. It is important to consider their capabilities. Mutual understanding, participatory participation and activism of speech therapists and parents in many ways determine the overall outcome of developmental and corrective work.

We recommend the following correctional developmental games for parents during the correctional activity. These games and exercises are aimed at developing attention, memory, thinking, spatial orientation, fine motor skills and all cognitive processes in children with developmental delays. All games and exercises can be prepared and performed at home.

- Game "Waves in the Glass"

Teach proper breathing. For our first game, we need a glass and a tube filled with water. Let's do some breathing exercises with this game. We tell and show the child that we breathe through our nose and exhale through our mouth. Now we breathe in through our noses and as we exhale through our mouths we blow into the water through a tube. We make different bubbles.

- "Drops on the brush"

to teach proper breathing, to develop creativity and imagination, and to strengthen the names of colors. All we need: different colors of paint, a brush, white paper and a tube. With the help of colored paints we can draw different drops on white paper. First in yellow. Then we draw in green and then in red. Here we have prepared the drops as well. Now we blow the droplets through the tube. We breathe in through our noses and out through our mouths.

- "Noisy dishes"

To develop attention, memory, sight, hearing, sensory perception and fine motor skills, to teach the concepts of "small-large", "large-small", "soft-hard". For the next game you will need beans, buckwheat and saucepans from cereals. We give the child a bowl of buckwheat, which he can easily hold and continue the game.

Bu o'yin orqali bolaning diqqat, xotira, ko'rish, eshitish qobiliyatini, sezish idroki, mayda qo'l motorikasini rivojlantiramiz, "katta-kichik", mayda –yirik ya'ni taqqaslash tushunchalarini o'rgatib boramiz.

- "Colored glasses"

Develop attention, memory, vision, color names, "put in a bowl," "clap," and "hit the table."

For this game we need a bowl of rice, a glass of three colors, a spoon Objective: to mark the names of flowers in the memory of sight, hearing, we can give instructions: 1 - put 2 tablespoons of rice in a yellow cup, 2 - green Put 5 tablespoons of rice in a cup of colored applause, then put nothing in the blue cup, the tasks are complicated.

- "Clamps and pencils"

Develop fine motor skills, vision and hearing, verbal counting and color perception. For this game we need clamps and pencils. Combine clamps and pencils of the same color!

Based on this, the following conclusions are drawn:

Positive impact of the proposed system on the family raising a child with severe speech defects, prevention of secondary defects in the mental development of the child, correction, the essence of the proposed parental cooperation with the child, which is the basis of social development of the child It is necessary to effectively organize the complex.

Working with parents. At present, special attention is paid to the cooperation of parents and teachers, which contributes to the achievement of positive results in the educational process. Teachers and speech therapists use traditional and non-traditional methods of working with parents; questionnaires, consultations, open lessons, didactic games. In turn, parents get acquainted with the work of their children through the results of cooperation and draw appropriate conclusions from their problems and achievements. It should be noted that in order to achieve the goal of correctional speech therapy, "Parenting" is important.

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