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**ВЗАИМОДЕЙСТВИЕ УЧИТЕЛЯ-ЛОГОПЕДА И РОДИТЕЛЕЙ В  
ПРЕОДОЛЕНИИ НАРУШЕНИЙ ПИСЬМА****Ковалева Анастасия Владимировна**

Студентка 1 курса магистратуры факультета дошкольного, начального и специального образования, Белгородский государственный национальный исследовательский университет, город Белгород  
anastasia.v.kovaleva@mail.ru

**Аннотация**

Взаимодействие родителей с учителем-логопедом является неотъемлемой составляющей коррекционного процесса, так как это важнейшее условием эффективности коррекционной работы. Результат логопедической работы может проявляться только в том случае, когда родители в семейных условиях будут закреплять полученные во время логопедического занятия навыки, учитель-логопед обязан подвигнуть родителей детей к сотрудничеству с ним, создавая комфортную образовательно-воспитательную среду.

**Ключевые слова:** нарушение письма, дисграфия, младшие школьники с нарушениями речи, общее недоразвитие речи.

**INTERACTION BETWEEN A SPEECH THERAPIST AND PARENTS IN  
OVERCOMING WRITING DISORDERS****Kovaleva Anastasia Vladimirovna,**

1st year student master's programme, Faculty preschool, primary and special education  
Belgorod State national research university. Belgorod

**ABSTRACT**

Interaction between parents and a speech therapy teacher is an integral component of the correctional process, as it is the most important condition for the effectiveness of correctional work. The result of speech therapy work can be manifested only in the case when parents in family conditions will consolidate the skills obtained during the speech therapy session, the teacher-speech therapist is obliged to encourage parents of children to cooperate with him, creating a comfortable educational environment.

**Keywords:** writing disorder, dysgraphia, junior schoolchildren with speech disorders, general underdevelopment of speech.

The speech and language therapist is the coordinator of the correction and speech work, therefore, he/she is in constant contact with the child, his/her parents and other colleagues. Often the children with whom the speech and language therapist works have special educational needs, especially in cases where the child has severe speech disorders. The need to build a dialogical communication in order to interact with the subjects of the correction process actualises the psychological and pedagogical competence of a speech therapist.

E.A. Zaitseva notes that the result of speech therapy work can be manifested only when parents in family conditions will consolidate the skills obtained during speech therapy classes, the speech therapist is obliged to encourage parents of children to cooperate with him, creating a comfortable educational environment [2].

At the present stage, the problem of parents' pedagogical competence is beginning to be developed more actively.

S.A. Gorodilova defines parental pedagogical competence through knowledge and skills that enable parents to control the upbringing of their children, as well as the developed need of parents to improve their upbringing [1].

Corrective and logopedic competence of parents of children with speech disorders can be defined as an integrative quality of personality, including a set of knowledge about the peculiarities of the speech defect and methods of education of correct speech; skills and abilities of practical application of this knowledge in solving specific tasks to overcome the speech defect; experience of using the acquired knowledge, skills and abilities in practical interaction with the child.

Researchers recognise that parents should be competent, and involvement of family resources in correctional work is one of the most important conditions for its effectiveness.

M.I. Savvidi notes that working with the family on the basis of partnership relations, contributes to the development of the child's personality and is an important condition for successful remedial work. The teacher- speech therapist plays a significant role in improving pedagogical culture and educating parents [3].

T. B. Filicheva and G. V. Chirkina refer to the main directions of speech therapist's work to include parents in correctional and speech therapy work:

- Formation of information readiness for speech therapy work and knowledge about the level of development of the child's speech;
- Encouragement to conscious activity on general and speech development of preschoolers in the family;
- helping parents to organise a full-fledged speech environment and conditions for the correction of speech disorders by coordinating the efforts of teachers and parents;
- control over the quality of parents' speech work with children [5].

S.A. Gorodilova emphasises the following main tasks of a speech therapist in work with parents:

- Establishing partnership relations with the child's family;
- creating an atmosphere of common interests, emotional support and mutual understanding;
- Improving the psychological and pedagogical competence of parents;
- assisting parents in fulfilling their educational and correctional functions, supporting their confidence in their own abilities;
- training parents in speech therapy techniques [1].

Work with parents is realised along certain lines:

- a) counselling and educational;
- b) corrective-educational;
- c) monitoring.

Within the first direction the speech therapist carries out:

- Familiarising parents with the results of the examination;
- formation of adequate assessment by parents of the state of the child's speech development;
- raising competence on the issues of speech disorders;
- familiarisation with methods of correction and developmental work;
- Counselling on the need for additional medical examinations;
- Familiarisation with possible types of aids for organising developmental classes at home;
- formation of positive motivation to interact with specialists.

Realisation of the correctional and educational direction implies:

- Involvement of parents in taking an active part in the correction process;
- training parents in speech therapy techniques;
- training in various types of work with didactic aids.

Monitoring work involves:

- identification of parents' initiative in matters of co-operation;
- study of parents' attitudes towards the child and his/her speech disorder;
- analysing the degree to which parents have mastered the methods of correctional work;
- analysing the effectiveness of the chosen forms of work with parents;
- analysing the quality of cooperation.

The data obtained as a result of monitoring studies serve as an indicator of the effectiveness of interaction between speech therapist and parents, and are also used to develop effective ways of cooperation that can increase the productivity of the correction process. The work of a speech therapist with parents is carried out in various forms [4].

It would be appropriate to distinguish:

1. individual counselling. Speech therapist at the beginning of the year reports on the results of the examination, peculiarities of speech development, notes the strengths and weaknesses. Draws parents' attention to possible complications in the process of correctional work. In addition, the speech therapist shows the techniques of work with the child, and also emphasises the difficulties and successes of the child, notes what should be paid attention to at home. In addition, discussions are held with parents, the purpose of which is to provide parents with timely assistance on issues of speech correction and development.

2. Group work with parents. This form includes:

- open days;
- questionnaires;
- thematic consultations;
- parent meetings with viewing of fragments of lessons;
- arranging information and methodological exhibitions for parents

Parents are questioned on issues of moral and physical education, as well as on the study of parents' attitudes to their child's speech disorders. Analysing the answers makes it possible to plan work with parents.

Parents' meetings help to lay the foundations for co-operation and interaction, to form friendly and trusting relationships. At parent-teacher meetings there is an exchange of opinions, solving problems that may arise in the process of upbringing and development of the child.

Consultations speech therapist builds so that they attract parents to solve problems, develop a spirit of close cooperation. It is also possible to combine consultations with classes, then parents will be more interested in attending them.

3. Familiarising parents with the correctional environment. Speech disorders are increasingly difficult to correct by traditional methods. In this regard, they begin to practice not only articulation gymnastics, but also speech therapy massage. So parents are familiarised with it,

taught the techniques of articulation and finger gymnastics. During the lessons not only children but also parents learn self-massage of hands, eye exercises, elements of breathing exercises, and relaxation skills.

Consequently, the interaction between parents and the speech therapist is an integral part of the correctional process, as it is the most important condition for the effectiveness of correctional work. Therefore, in any of the forms of work with parents it is necessary to find ways of interaction that can contribute to greater productivity of the whole correctional process.

The conversation with parents should take place in a reflexive format to manage the course of the conversation: in this situation, the teacher first acts as an informant (monologue), gradually moving the conversation into the mainstream of interaction with parents, involving them in an accessible form in the process of co-participation in the educational process.

A lot depends on the speech therapist: whether the family will become a collaborator or it will be in the position of an opponent, whether the parents have enough patience and perseverance in the struggle for the apparent success of the child, whether the family can move from the position of observer to the position of a collaborator, whether the love of parents to their child will be strengthened, whether the respect for the work of the speech therapist or not. As for the speech therapist himself, a very important role is played by a number of secondary, at first glance, factors: clothing, hairstyle speech therapist (appearance), smells, facial expressions, manners. Only when the child's parents and the speech therapist have learnt to work in the same style, success will be ensured and results will be seen.

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