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НЕОБХОДИМОСТЬ ФОРМИРОВАНИЯ КОРРЕКЦИОННО-ПЕДАГОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ РОДИТЕЛЕЙ ДЕТЕЙ РАННЕГО ВОЗРАСТА С ЗАДЕРЖКОЙ РЕЧЕВОГО РАЗВИТИЯ

THE NEED FOR THE FORMATION OF CORRECTIONAL AND PEDAGOGICAL COMPETENCE OF PARENTS OF YOUNG CHILDREN WITH DELAYED SPEECH DEVELOPMENT

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Аннотация: В статье рассматриваются предпосылки возникновения и основные нарушения речевого развития в раннем возрасте, а так же непосредственное взаимодействие логопеда и родителей, как важное условие для эффективной коррекционно-логопедической работы с детьми.

Annotation: The article discusses the prerequisites for the emergence and main disorders of speech development at an early age, as well as the direct interaction of

a speech therapist and parents, as an important condition for effective correctional and speech therapy work with children.

Ключевые слова: дети раннего возраста, задержка речевого развития (ЗРР), развитие словаря, готовность родителей работать с детьми с нарушениями речи, воспитание детей, взаимодействие с семьёй, нарушение речи.

Key words: young children, speech delay (SPD), vocabulary development, parents' readiness to work with children with speech disorders, child rearing, interaction with the family, speech impairment.

The speech development of young children is always in a position where it is necessary to look for more and more new methods and ways to overcome them.

In the modern world, almost every child can observe a significant lag in the development of speech. Every year the number of young children with speech disorders is only growing. According to the results of research in the field of child psychiatry, correctional pedagogy, neurology, psychology, it can be stated that among the various deviations in the early ontogenesis of the mental development of children, speech disorders are by far the most common deviation. Modern speech therapists, defectologists, teachers and psychologists experience difficulties in working with deviations of this kind. In this regard, we can conclude that at this stage, new correctional and developmental models and technologies are needed , which will be based on the principles of a systematic approach and must take into account the mechanisms of speech impairment.

The interaction of a speech therapist and parents is of great importance in shaping the correct speech development of young children. The relevance of the formation of correctional and pedagogical competence of parents of young children with delayed speech development in the family is one of the fundamental ones . Parents are very often removed from work to eliminate speech deficiencies in children, due to the fact that they do not possess the necessary skills and abilities for this. Many parents believe that everything will work out by itself or everything will be done in

kindergarten, and it is difficult for them to allocate free time to work with children at home.

Involving parents in joint conscious pedagogical activities with a speech therapist, involving parents in the correctional and pedagogical process to eliminate speech disorders at an early age, the desire to get away from trying to distance parents from the children's institution significantly increase the effectiveness of correctional and pedagogical activities. If the efforts of the speech therapist and parents are carried out in different directions and both parties are not aware of each other's intentions, it will be impossible to create a common space for the child's speech development.

A successful and effective correctional and pedagogical process in a preschool institution is possible only if the speech therapist and parents work together, this tandem contributes to the rapid overcoming of speech disorders in young children , and also allows parents to track the positive dynamics in the correctional development of children's speech.

In the history of pedagogy, one can see that the problem of interaction between preschool and kindergarten existed before. Teachers of the last century believed that the main educator of the child is, first of all, parents and provided them with special aids and didactic games. Nowadays, the interaction between the teacher and parents is purely creative due to a differentiated approach.

Where a speech therapist and parents act in concert, positive results in the speech development of young children are visible. The distribution of tasks between the participants in the pedagogical process to achieve a common goal, important indirect, unobtrusive control over the correctional process and feedback, is the main task of cooperation between a speech therapist and parents. It is necessary to involve parents in the sphere of pedagogical activity, to involve them in the correctional and pedagogical process. Parents need to understand that this is important not because it is so convenient for a speech therapist, but this is necessary, first of all, for the development of their child. To date, there is no strictly regulated work with parents. Thus, a speech therapist can independently

choose important issues that interest parents and cover them in a form convenient for them.

The principles of partnership, equivalence, mutual complementarity between parents and a speech therapist is the basis for cooperation between them. Compliance with these important principles is the most important problem in the modern educational situation. Unfortunately, the situation is such that many speech therapists and employees of preschool institutions are not capable of open dialogue and are not always ready to interact with parents in the new educational environment. All this significantly complicates and hinders the correction, adaptation, and improvement of the effectiveness of the correction processes in young children with delayed speech development. In such a situation, a planned and organized work of a speech therapist and parents is necessary, which will help build an effective, clear model of interaction between a preschool institution and the child's family, which will enhance the correctional and pedagogical impact.

Motivation for corrective work of parents with their children, as well as explanations on how to develop the speech of children, maintain and consolidate the speech skills and abilities acquired in speech therapy classes, this is the main task of cooperation between a speech therapist and the child's family.

Thus, the cooperation of the family and the speech therapist is becoming more and more in demand in the modern world. Teachers are constantly looking for new forms of interaction with the child's family. All this is the basis for improving family education of young children with delayed speech development.

It is important that the concept of developing interactions between a preschool institution and a family , where each not only contributes to the development of the other, but also finds opportunities for personal development, forms the basis of work with the family.

With the partnership interaction of a speech therapist and parents in creating a common correctional and developmental space for a young child, thus, successful socialization in a preschool institution among peers is ensured. In the future, such a

child without much difficulty adapts to the school environment and the surrounding life of adults.

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