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COOPERATION OF A MULTI-NETWORK SCHOOL EDUCATIONAL ORGANIZATION WITH FAMILIES OF CHILDREN WITH HEARING IMPAIRMENT

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ABSTRACT

This article discusses issues related to the organization of cooperation of multidisciplinary preschool educational organizations with families of children with hearing impairment.

KEYWORDS

Pedagogy, methodology, cooperation, hearing impairment, preschool education.

INTRODUCTION

The cooperation of speech pathologists and pedagogues of the deaf in the education of preschool children with hearing impairments is one of the important tasks of the administration and pedagogues of the special preschool educational organization. Carrying out such work requires not only professional literacy, but also delicacy, tact and empathy, as well as consistency and determination. Undoubtedly, as a result of the cooperation of a speech and language

pathologist and a deaf pedagogue in the education of a child with a hearing impairment, parents are systematically engaged in the upbringing of their children, their desire to participate in their education, in many ways, speech therapists are able to establish personal and working relationships with parents, their children to be able to interest him with the example of working with him, to explain and demonstrate the work methods and methods in various directions in a

convenient form, in the education of a child with a hearing impairment, the correctional features of educational and educational work in the interaction of speech and language teachers and deaf pedagogues with parents, self-service of a child with hearing impairment, it was proved that the cocktail aims to develop skills and oral speech.

THE MAIN RESULTS AND FINDINGS

Analyzing the educational process in the special education system based on the cooperation of speech and language teachers and deaf pedagogues with parents creates favorable conditions for the formation of knowledge, skills and abilities of children with hearing impairment.

Collective forms of working with parents are also used in the activities of the preschool educational organization. These include general and group meetings of parents, lectures, "round talks", conferences of parents, seminars on sharing experience in working with children, group consultations, open-door days, exhibitions of children's work, holidays and early mornings, parents at institutional and group events. participation of mothers, etc. can be entered.

The meeting of parents is one of the most common forms of work. The meeting can be general - for the whole school or for educators and parents. General parent-mother meetings are held 2-3 times a year, the

administration's report on activity in a certain period of time, and the report of the parents' committee are heard. Lectures will be held on interesting topics for parents.

At group parent-mother meetings, current issues for this group of parents are discussed. An educator and a defectologist in cooperation introduce parents to the content of work related to various areas of child upbringing and education in a convenient and understandable way. Information about the upbringing of children in the family, for example, organization of the agenda for children in the special meeting", "Education of cultural and hygienic skills in children", etc. The participation of educators who come out with is considered important. At the meeting of parents, pedagogues inform parents about the effectiveness of education, the results of work in various areas. When describing the effectiveness of work with children, it is important not to focus on difficulties, negative aspects of the child's development, but to show the child's opportunities, his progress in education. It is better to reveal the difficulties in work with the child in individual conversations with the parents, and most importantly, show them what they can do to eliminate these difficulties. It is also necessary for pedagogues to recommend suitable and understandable literature for parents on the topic of discussion, to explain what to pay attention to when reading it. It is appropriate to

prepare an exhibition of children's works and pictures prepared with the participation of parents for parent-mother meetings.

The most important task of the employees of the Special MTT is to form a single team of children, defectologists, pedagogues and parents. trust, common concern for the fate of the child can be formed at the expense of holding general holidays in a multidisciplinary group, celebrating children's birthdays at home or in a multidisciplinary group, organizing exhibitions of their works, and organizing informal events such as joint walks and trips. Another important and interesting form of work with parents is inviting parents to mornings and holidays in kindergarten. It is important for parents to see their child in a festive environment, to see the results of work on musical education and speech development, and to get positive impressions. For children, holidays where they sing and dance together with their parents are more interesting. In addition to participation in holidays, parents can be involved in organizing excursions and trips, taking photos and videos of children. Parents can help pedagogues in preparing didactic materials (plates, hand-made booklets, didactic games) and in reproduction of methodical materials.

One of the forms of work with parents is various visual materials: exhibitions of children's work, equipping information stands - parents' corner. Children's activity

products - paintings, panels and appliqués, etc. Getting to know him will make a positive impression on parents. The advice of the pedagogue and defectologist during the presentation and discussion of their work allows you to organize work in this direction at home. Demonstrating the child's work without the educator's comment is not very effective, because parents do not always understand the task of the work, the degree of independence of the child during the performance of this work. During the discussion of the child's work, it is important to show the development of the child, to compare it with the previous work of the child, stored in the class.

Consistency, systematicity, taking into account their real possibilities are very important in conducting work with parents of children with hearing impairments. Mutual understanding of the defectologist and deaf pedagogue of parents, participation and activity in cooperation determines the general result of developmental and correction work in many ways. Effective results will be achieved if children with hearing impairments are prepared for school education in pre-school education organizations, in the training specified in the program, in the development of children's speech, sensory development, cognitive processes, and if cooperation with parents is carried out regularly.

The program of pre-school groups is created on the basis of general didactic and special principles and

provides for the formation of imagination, knowledge, skills and abilities that provide physical, mental, moral, labor and aesthetic education of deaf children. The program consists of the following sections:

- 1) Physical education
- 2) Formation of self-service and cultural-hygienic skills
- 3) Game
- 4) Acquaintance with the surroundings and observation of seasonal changes.
- 5) The subject is practical education and visual activity.
- 6) Formation of verbal speech
- 7) Development of listening skills and pronunciation.
- 8) Formation of mathematical ideas.

CONCLUSION

Coherence is established between the sections of the program, and the studied material is repeated a lot. In pre-school groups, subject practical education and visual activity are considered to be the leading department, which contributes to the all-round development of children and the formation of their speech through communication. The program applies a practical approach to the development of children's speech, that is, children's speech in the process of various activities and various types of speech activity:

speaking, writing, is developed with extensive use of typing, hearing, hearing.

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