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## Research Article

# INTERACTION OF A SPEECH THERAPIST WITH OTHER PARTICIPANTS IN THE CORRECTIONAL PROCESS

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## ABSTRACT

The state reveals problems in the activities of a speech therapist with parents of children with speech disorders and various specialists, considers effective forms of activity of a speech therapist, parents and teachers of various specialties, teachers.

## KEYWORDS

Children-speech therapists, family, interaction of speech therapy teachers with parents, traditional and modern forms of interaction with parents, specialists.

## INTRODUCTION

In the speech therapy literature, the need for an integrated approach to the diagnosis and correction of speech disorders is repeatedly noted, which involves the interaction of various specialists - a speech therapist, doctors of various specialties, teachers, etc. E.M. Mastukova writes that "all personnel working with a child must observe professional ethics . The

diagnosis and prognosis of each child should be the subject of professional secrecy of specialists." When eliminating speech disorders, the leading one is speech therapy, which is realized in education, training, correction, compensation, adaptation, rehabilitation.

## THE MAIN RESULTS AND FINDINGS

Particular importance is attached to conducting a comprehensive medical-psychological-pedagogical examination of a person suffering from a speech disorder. There are separate comments regarding the possible reason for the interaction of a speech therapist and other specialists. So, for example, Shokhor-Trotskaya emphasizes that a speech therapist must "be sure to find out from a doctor the nature of cerebral circulation disorders or features of a traumatic brain injury" in a patient with aphasia. She also notes that "good contact with the patient's doctor" is important for a speech therapist. E.M. Mastjukova believes that "any child with a speech delay needs a consultation with a child psychoneurologist."

An opinion is expressed that "successful correction of speech disorders largely depends on the joint efforts of all specialists", "the possibilities and proper joint work of a teacher-defectologist, speech therapist, doctor, psychologist and parents". It is emphasized that establishing contact with a person with a speech disorder (for example, aphasia) is "the result of a fusion of scientific knowledge" of a specialist, "and his ability to make contact ... the art of communication" with him. Establishing contact of a speech therapist with children, adolescents or adults with speech disorders is given priority for the successful course of subsequent correctional work.

Taking into account the individual characteristics of the child - both positive and negative - is recognized as an important principle in the correctional work of all specialists. Among the emotional reactions that must be taken into account in the process of getting to know and establishing contact with the child, first of all, fear, anger and pleasure must be borne in mind. At the same time, the originality of emotional reactions in children is manifested in their short duration, intensity and inadequacy to the stimulus. Before contact with the

child, it is necessary to disconnect from personal worries and tune in to understanding, sympathy, empathy, compassion for the feelings of the child and his parents, to create a "dominant on the face of another". The child should feel attention, love and protection.

A prerequisite for success with speech therapy is the creation of favorable conditions for overcoming speech disorders: emotional contact of a speech therapist with a child; an interesting form of organizing classes, corresponding to the leading activity that encourages the cognitive activity of the child; combinations of work methods to avoid his fatigue. The impact on a child with a speech disorder is associated with the normalization of social contacts with other people.

Depending on various factors (the type of speech disorder, the psychophysiological characteristics of the child, the technologies used for correctional work, etc.), the speech therapist selects and applies various methods of correction. For example, when correcting stuttering using a certain sequence of speech forms, it is recommended to "tactfully restrain" excessive (or inadequate) speech activity of children at certain stages of the development of independent speech; children should not be forced to repeat the spoken word or phrase with stuttering.

More often and in more detail in the special literature, the tasks and main directions of interaction between a speech therapist and a teacher of special preschool groups are revealed.

The uniformity of the approaches of a speech therapist and educator to speech work with children, continuity in requirements, as well as in the content and methods of correctional, educational and educational work, the complexity and variety of means for developing speech



and eliminating its shortcomings, the use of the leading type - gaming activity - is the key to success in speech therapy work. The kindergarten teacher for children with speech disorders performs, in addition to general educational tasks, a number of correctional tasks aimed at eliminating shortcomings in the sensory, affective-volitional, intellectual spheres, due to the characteristics of the speech defect. The task of the educator also includes creating a benevolent environment in the children's team, strengthening children's faith in their own abilities, smoothing out negative experiences associated with impaired speech activity, and forming interest in classes.

The defectologist teacher is the organizer and coordinator of all correctional and developmental work. He conducts classes on familiarization with the environment, sensory, the formation of elementary mathematical representations, the development of graphomotor skills and orientation in space, subject-practical activities.

Educators consolidate the knowledge acquired by children, work out skills to automate skills, integrating correctional goals and content into the daily life of children (in play and work activities), into the content of other activities (manual labor, observation of others, etc.), as well as during sensitive moments.

To ensure unity in the work of defectologist teachers and educators, it is necessary to develop a certain system of activity.

1. Educators, together with a defectologist teacher, study children.

The teacher-defectologist individually examines the children, observes them in the course of classes. Educators study children in the classroom and in

everyday life - in the process of holding regime moments, on a walk, during free activities.

The results are jointly discussed and analyzed, an individual plan of work with a particular pupil is outlined.

2. The content of the program is studied together and an individual development program is drawn up for all types of children's activities and for all sections of the program.

Here it must be borne in mind that the defectologist teacher must know the content of not only those sections of the program for which he directly conducts classes, but also those that the educator conducts. In turn, educators should know the content of those activities that the teacher-defectologist conducts.

Correctional and pedagogical work to overcome speech disorders is carried out in various directions, depending on the tasks set by the speech therapist. In many cases, it precedes speech therapy classes, providing the necessary cognitive base and motivational base for the formation of speech skills, in other cases, the educator focuses on consolidating the results achieved in speech therapy classes.

The task of the educator also includes daily monitoring of the state of children's speech activity at each period of the correctional process. The teacher activates the children's speech activity, controls the correct use of set or corrected sounds, worked out grammatical forms, and, if necessary, corrects the child's speech in a tactful manner.

The main tasks of correctional and developmental activities are:

- Creation of a unified correctional and educational space;



- Equipment for a subject-developing environment that stimulates the speech and personal development of the child;

- Increasing the level of training of specialists;

- Promotion of speech therapy knowledge among parents and teachers;

- Expansion of integrative ties, uniting the efforts of teachers, medical workers, children and parents in order to correct speech disorders.

The success of joint correctional and pedagogical work with children with severe speech disorders largely depends on the properly organized interaction of a speech therapist, educators, psychologist, music director, physical education instructor, medical workers and parents.

## CONCLUSION

Thus, such an organization of an integrated approach of teachers of a general education institution and parents in solving the problem of eliminating speech disorders in students allows not only to successfully correct speech development deficiencies, but also ensures the normalization of their educational activities.

Achieving efficiency in correctional and developmental work is possible through the interaction of all participants in the pedagogical process and in the joint solution of educational, educational and correctional tasks.

Uniformity of approaches to working with children, continuity in requirements, as well as in the content and methods of correctional, educational and educational work, the complexity and variety of means for the development of children and the elimination of

their shortcomings, the use of a leading type of activity is the key to success in work.

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