

**The interaction
between family and
preschool institution in
the upbringing and
development of
preschool children and
their peers with Severe
Speech Disorders
(SSD)**



Plan of the lecture:

1. Basic concept.
2. Goals of education of children of preschool age with SSD in the family.
3. The position of parents in relation to the child and speech disorders.
4. Adverse factors of education in the family children of preschool age with SSD



5. The psychological climate in the family with the child with SSD.
6. The criteria for optimal parental position.
7. Forms of work with parents.
8. Stages of modeling of interaction of a special preschool with a family.



1. Basic concept.

A family is a socially sanctioned and relatively permanent association of people related by family relations, marriage or adoption who live together and are economically dependent on each other.



Family pedagogics-the science of parenting children in the family.

Family education is a part of social education, the uniqueness of which lies in continuity, simultaneous coverage of all aspects of the individual, which is formed.

2. Goals of education of children of preschool age with SSD in the family.

Goals:

- **Upbringing :**
 - - formation of the foundations of the character of the child, his / her initial moral attitudes
 - - laying the foundations of diligence, striving for socially useful activities, order and discipline.
- **Educational:**
 - - the family provides moral and aesthetic preparation for family relations;
 - - creates feelings of love, benevolence, respect for the father and mother, sisters and brothers;
 - - equips with abilities and skills of the organization of a life, family leisure, maintaining a family economy.
- **Developmental:**
 - - creation of conditions for physical, moral, mental, labor, aesthetic formation of children in the process of daily activities and communication.

3. The position of parents in relation to the child and speech disorders:

- The adoption by the child's family and its speech disorders (parents are responsible for the treatment and upbringing of the child);
- The adoption by the child's family, but not a violation (parents do not believe in the possibility of recovery, ashamed to be with a child in society);
- Non-acceptance of the child, and the adoption of its problems (position of constant accusation of others);
- Failure and the child, and his problems (parents do not fully understand the responsibility for the fate of the child, ready to shift the responsibility for their child to doctors).

4. Adverse factors of education in the family children of preschool age with SSD:

- restriction of communication with the child incorrect speech parents;
- isolation of a child with speech disorders from a group of peers;
- extremely high and the lack of care towards the child;
- failure to comply with the guarding mode;
- high demands on the child;
- the underestimation of the abilities of the child in connection with the existence of a breach;
- negative attitude of parents to the recommended recreational and educational measures of influence on a child with speech disorders;
- disbelief in the success of working with a child.

5. The psychological climate in the family with the child with SSD:

- parents experience mental and physical stress, fatigue, tension, anxiety;
- personal manifestations and the child's behavior does not meet the expectations of parents, and, as a consequence, they cause irritation, bitterness;
- family relationships are broken and distorted;
- the social status of the family decreases;
- psychological conflict arises in the family as a result of collision with public opinion, not always adequately assess the efforts of parents to nurture and treatment of the special child.

6. The criteria for optimal parental position:

- **Adequacy**-based on a real accurate assessment of the characteristics of your child, the ability to see, understand and respect his individuality.
- **Flexibility** is seen as the readiness and ability to change the style of communication, the ways of influencing the child as they grow up and in connection with various changes in the living conditions of the family.
- **Prognostication**-focus on the " zone of immediate development " of the child and the tasks of tomorrow.



7. Forms of work with parents :

- A) individual:
- conversations;
- questionnaire;
- visiting family by pedagogues;
- parents attending classes in preschool institution;
- preparation of tasks and recommendations for the children for weekends.



- **B) Collective:**
- parent meeting;
- «Round table»;
- conferences(General and group);
- consultations;
- open days.



- **C) Visual and informational:**
- children's works exhibition;
- registration of information stands;
- exhibition of new pedagogical and scientific research- popular literature;
- children's corner for parents.



8. Stages of modeling of interaction of a special preschool with a family:

Diagnostic:

- familiarization work with parents;
- collection of anamnestic information about the child;
- a survey among parents.

Planning and forecasting:

- planning of work with parents;
- conducting a review meeting for parents.

Operation:

- work on the task of the teacher;
- consulting and information work with parents;
- participation of parents in the organization of subject-developing environment groups.

Total-analytical:

- carrying out (within a year) by specialists of pre-school educational institution open classes for parents to identify the dynamics of development children's;
- discussion of the results of correctional and educational work for the year.