



## INTERACTION OF A SPECIALIZED PRESCHOOL ORGANIZATION AND PARENTS IN PROVIDING CORRECTIVE DEVELOPMENTAL ASSISTANCE TO CHILDREN WITH MENTAL DELAY

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<b>Received:</b> 20 <sup>th</sup> February 2021 <b>Accepted:</b> 2 <sup>th</sup> March 2021 <b>Published:</b> 20 <sup>th</sup> March 2021	The article discusses the issues of increasing the efficiency of interaction between specialists of a preschool educational organization with parents of mentally weak children in an education; the process of joint development of adapted educational programs and their implementation. This material may be used by relevant industry representatives.
<b>Keywords:</b> interaction, support, conditions of education, multicultural diversity, early childhood education, hearing impairment, intellectual disabilities	

In accordance with the requirements of the Federal State Educational Standard for Preschool Education (FSES DO), the role of parents in raising a child has significantly increased. Now parents are full partners in organizing the educational process: they participate in kindergarten events, project activities, as well as in creating conditions for the full and timely development of the child. In the practice of preschool educational organizations (preschool educational organizations), quite stable forms of cooperation between the kindergarten and the families of pupils have developed, which are considered traditional: pedagogical education of parents (conversations, consultations); general and group meetings; visual propaganda (parental corners, stands). Currently, non-traditional forms of interaction between teachers and parents are also used: video magazines, virtual excursions, parent Internet clubs, workshops, actions, etc. The difference from traditional forms of interaction is the establishment of informal contacts with parents (AA Brazhitskaya, EV Korneeva) [2]. The priority principles are partnership and dialogue, openness and refusal to criticize a communication partner. Educators and parents need to interact based on mutual assistance, mutual respect and mutual trust. Statement of the purpose of the article. The purpose of this article is to identify the problems and features of the organization of interaction between specialists of preschool educational institutions with the parents of children with disabilities and children with disabilities in an inclusive education. Presentation of the main material of the article. The formation of cooperation between children, parents and teachers depends on how the interaction of adults in the educational process develops. Only if teachers and parents become equal partners, since they are raising the same children, the result of education can be successful. The program of cooperation between preschool educational institutions and families reflects the achieved level of work with parents, identifies advantages and problems, helps to determine the desired state of work with parents, as well as the strategy and tactics of transition from achieved results to predictable ones. The program includes:

- problem-oriented analysis of the work of preschool educational institutions with parents and the level of families;
- the concept of cooperation between the preschool educational institution and the family;
- the main directions and tasks of cooperation with the family.

The guiding role of a preschool institution in the family upbringing of children with disabilities is determined by the initiative of teachers in establishing interaction with the family and the qualified implementation of the tasks of this interaction. The most important way to implement cooperation between teachers and parents can be considered such an organization of their joint activities in which parents are not passive observers, but active participants in the correctional and developmental process. The degree of cooperation effectiveness is determined by:

- a positive attitude of the interacting parties to work together, awareness of its goals and personal interest;
- joint planning, organization and control over the life of children;
- freedom of choice of participants in the activity;
- the position of the administration, contributing to the self-realization and self-expression of teachers and parents (ES Evdokimova) [3].

When developing and implementing adapted educational programs (AOP), the interaction of preschool education specialists with parents begins even before the child enters the institution at the first meeting. It is important for professionals to establish contact and trusting relationships with the parents of the child; demonstrate the conditions created in the institution; willingness to cooperate in the common cause of helping the child; actively listen to parental concerns; discuss the possibilities and difficulties of the child in order to create special conditions for him in the institution. When communicating with parents, it is recommended to use phrases such as: "let's discuss ...", "let's

think together how ...", "let's see what we ...", etc. This will facilitate the establishment of contact based on mutual respect, motivate parents for further active interaction with the teaching staff in the process of developing and implementing adapted educational programs. It is important for the parent to feel like an equal member of a team that has come together to achieve a common goal - helping the child. When preparing for an acquaintance meeting, specialists can draw up a plan for an initial conversation with parents, think over what questions should be asked to parents, what to discuss with them. For example, find out:

- the degree of independence of the child and the need to provide him with assistance,
- risks from the state of health, the need for the child to undergo treatment, examinations, rehabilitation and their duration,
- the specifics of contact with others, the likelihood of negative reactions to situations of interaction,
- how to organize the child's first visit to kindergarten and his acquaintance with the teacher and children, etc.

Interaction with parents continues in the process of joint development of AOP for the child and its practical implementation. There are 5 consecutive stages of interaction:

**Stage 1.** Listening to the parents' request, comparing it with the conclusions and recommendations of the PMPK, developing a program for an in-depth examination of the child;

**Stage 2.** Conducting an in-depth examination of the child jointly with the parents and analyzing its results, determining the special educational needs of the child, if necessary - optimizing the request of the parents (or legal representatives of the child's interests);

**Stage 3.** Discussion, formulation, coordination of the goal of AOP, its content, results and criteria for their assessment, special conditions, methods, forms of work, the timing of its implementation by specialists, teachers and parents.

**Stage 4.** Documenting AOP. AOP signing by parents.

**Stage 5.** Joint analysis of the child's achievements and, if necessary, correction of AOP by specialists, teachers and parents (NV Miklyaeva) [7]. The purpose of the 1st stage is to get acquainted with the needs of the family, the request of the parents raising the child. Some parents can clearly articulate their request, while others limit themselves to general phrases that do not correspond to the PMPK recommendations. Therefore, the involvement of parents in the diagnostic process is of particular importance. It is necessary to perceive parents as experts in the development of their child, because only they know how the child behaves at home, how active and independent he is in everyday life, what games and foods he likes, and what he is allergic to, etc. Therefore, parents may well make their invaluable contribution to the diagnosis of their child. It is important to help them with this. To structure home observations, parents can be offered to keep a diary of observations of the child (A.M. Kazmin, L.V. Kazmina) [6] and fill out the Russian version of the parental questionnaire KID (R) and RCDI, developed at the St. Petersburg Institute, at regular intervals early intervention. In addition, parents can participate in the examination of their child by specialists of the preschool educational institution. The purpose of the 2nd stage is to determine the special educational needs of the child and to optimize the parents' request based on the analysis of the results of the in-depth examination of the child carried out by the institution's specialists together with the parents. At this stage, it is necessary to use special diagnostic tools of specialists that correspond to the age and psychophysical characteristics of children, as well as methods that allow obtaining information from educators and parents (questionnaires, observation, etc.).

Thus, in the conditions of inclusive education, cooperation, which implies joint determination of the goals of activities, joint planning of future work, joint distribution of forces, means, subject of activity in time in accordance with the capabilities of each participant, joint control and evaluation of work results, and then forecasting new ones. goals, objectives and results becomes the basis for interaction between the educational organization and the family.

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