



SOCIAL ASPECTS OF PROBLEMS IN FAMILIES RAISING A CHILD WITH A SPEECH IMPEDIMENT

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Abstract

This article analyzes the social problems encountered in families raising a child with a speech impediment and their impact on the child's development. The study highlights the impact of the psychological environment in the family, the pedagogical literacy of parents, the level of social support, and economic factors on the upbringing and social adaptation of a child with a speech impediment.

Keywords: Speech impediment, family, social problems, speech therapy, special pedagogy, family environment, psychological support, communicative difficulties, correctional and pedagogical work, parents, child upbringing.

Introduction

The problems of a family with a child with a speech impediment are manifested in various spheres of its life. In the history of human development, the relationship between such a family and society is characterized by different levels of attention of society to the family and its needs. The analysis of the literature made it possible to distinguish different stages of such relationships.

In Russia, in the 19th century, attention began to be paid to the use of the family environment for the prevention and treatment of various mental disorders. Since 1859, as part of the development of family patronage, the issue of a special influence on the patient's family by the attending physician was discussed. This meant not only constant observation and control of the patient's condition, but also "an explanatory conversation with family members, who should treat the patient with sympathy and have a positive impact on his health with their words."



Thus, initially the problems of a family with a child with a speech impediment were considered in terms of involving its members in a positive impact on the patient's condition.

A.M. Shereshevsky noted that psychological treatment in the family gave good results when the family was territorially close.

The patient's family became not only a background for conducting treatment and psychotherapy activities, but also a certain component of it. The family helped the doctor choose the right method of treatment and created the appropriate environment for its implementation. At the beginning of the 20th century, various forms of family treatment of mentally ill patients emerged and were introduced in large cities of Russia. The leading figures in this field paid special attention to explanatory work with parents about the causes of speech disorders in children, to highlight the shortcomings of family upbringing and to highlight the issues of helping parents. For example, it was shown that the positive influence of the family on the patient prevents the development of autism in him.

V.P. Kashenko showed that in the treatment of mental disorders, it is necessary to take into account the individual characteristics of the family, its positive influence on the patient (V.P. Kashenko, 1905).

Providing assistance to parents in raising a child, he first of all explained to parents the nature of the speech defect in such a child and the complexity of its upbringing, and also emphasized the need to adhere to the daily routine, recommended special literature. He emphasized the need to invite a defectologist to help parents in implementing the correctional education system.

The inclusion of the topic of parents in the list of issues under discussion can be seen in the scientific works of famous psychiatrists, psychologists and educators of the early 20th century. The research of J. Demura is of interest in illuminating this topic. According to G.I. Rossolimo, J. Demura was one of the best specialists in children with speech defects at that time in Europe. His monograph "Children with speech defects, their upbringing at home and in institutions", published in Russia in 1909, was very valuable for parents. The work of the German scientist and educator B. Mennell The monograph "Institutions for Mentally Impaired Children" was translated into Russian by the doctor M. Vladimirsky in 1911. The monograph systematically covers the situation of institutions for mentally retarded children in Germany, and a



separate section entitled “Parents and the Living Conditions of the Student” is devoted to the problems of parents and their children.

The emergence of family psychotherapy in Russia is associated with the establishment of medical and educational institutions and family patronage for the mentally ill.

Such a medical and educational institution was founded in St. Petersburg in 1882, headed by the famous doctor and teacher I.V. Malyarevsky.

The experience of such institutions at that time also aroused interest abroad. In response to a question about the institutions, V.M. Bekhterev noted that “the 12 institutions that have been established are achieving significant success not only in terms of treatment, but also in the upbringing of those in the institution.”

In the educational work carried out by I.V. Malyarevsky and his followers in conjunction with medical influence, special attention was paid to “diagnosing family relationships and identifying errors in the upbringing of mentally ill people.” Paying special attention to upbringing in the family, Malyarevsky noted that “the pedagogical inaccuracy of parents in the home environment leads to the formation of egoism in children, the absence of any obligations to those around them, and excessive self-esteem.”

Disturbances in upbringing were identified by the doctor during a conversation with the child separately or, if necessary, together with the parents. "Meetings" were held for parents, where the shortcomings of upbringing in the family were revealed.

In such centers, assistance was provided to “children with mild idiocy, disorders of the nervous system and sensory organs, and mental disorders (i.e., according to the then classification of children's speech disorders)” [3, 64].

In 1912, an auxiliary institution was opened at the Psychoneurological Institute in St. Petersburg, where courses for parents were held. The program of these courses included a section on “acquaintance with the psychopathology and nature of children's diseases”. Joint classes were held with parents and children, where not only complex conflict situations in the family were discussed, but also advice was given on how to overcome them.

From 1907 to 1912, such “joint education and training circles” were also organized in Moscow, and V.M. Bekhterev was also familiar with their program.

Thus, the use of the family as an organizational, therapeutic and educational component was established in Russia in the medical and was implemented by



prominent figures in the field of pedagogy until recently and in various forms. This idea was reflected in the scientific works of prominent psychologists, educators, psychiatrists of that time (D. I. Azbukina, T.A. Vlasova, G.L. Vigodskaya, L.S. Vygotsky, M.F. Gnezdilov, A.N. Graborov, Ye.K. Gracheva, G.M. Dulnev, S.D. Zabramnaya, M.V. Ippolitova, K.S. Lebedinskaya, V.I. Lubovsky, Ye.M. Mastyukova, M.S. Pevzner, V.G. Petrova, B.I. Pinsky, L.I. Solntseva, I.M. Solovyev, Ye.A. Strebeleva, G.V. Sikoto, Z.I. Shif, etc.).

Democratization of the education system, innovative programs, cooperation of special institutions with the family The problem of speech impairment in children with speech impairments is a problem that requires the study of ways to create conditions for improving the pedagogical culture of parents raising children with speech impairments. Researchers and practitioners have identified the following contradictions in this regard:

- ignorance of the rights and duties of parents and their use;
- lack of knowledge of the educational needs of parents and the possibility of satisfying them;
- low level of pedagogical culture among parents and ignorance of the basics of psychology in raising a child, as well as the insufficient level of the educational system in special institutions.

Strengthening and developing communication and cooperation between various social institutions (institution, family, community) leads to an improvement in the lifestyle and upbringing of children with speech impairments.

Currently, the following principles form the basis for the interaction of speech therapists and parents:

- 1) parents and educators are partners in raising and educating a child (partner);
- 2) this is the consensus of educators and parents in the upbringing and education of children;
- 3) respect, support and trust in the child by educators and parents;
- 4) knowledge and maximum use by educators and parents of the capabilities of speech therapists and parents in the upbringing and education of children with speech disorders;
- 5) constant analysis of the process of mutual cooperation between speech therapists and parents, its intermediate and final results.



The interrelationship of education in society and the family, as well as the mutual responsibility of educators, parents and society, is reflected in a number of regulatory and legal documents.

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