



COMMUNICATION OF A LOGOPETIST WITH A CHILD WITH A DEFECT IN DEVELOPMENT IS A NECESSARY COMPONENT FOR SUCCESSFUL PEDAGOGICAL ACTIVITY

Yo.K.Abdullaeva

Teacher of the speech therapy department of Tashkent State Pedagogical University named after Nizomi

Article history:	Abstract:
<p>Received: February 8th 2023 Accepted: March 7th 2023 Published: March 10th 2023</p>	<p>The content of organizing correctional-pedagogical and social-psychological support for a child with developmental disabilities has been explained by a speech therapist. Communication of a speech therapist with a child with developmental disabilities is analyzed as a necessary component for successful pedagogical activity.</p>
<p>Keywords: Speech therapist, child with developmental disabilities, communication, pedagogical activity, component, correctional-pedagogical system, social-psychological support</p>	

Organization of correctional-pedagogical and social-psychological support for a child with a developmental disability by a speech therapist is one of the urgent tasks of special pedagogy. Organization of education and upbringing of a child with a developmental disability at a qualitatively new level requires the formation of other approaches to the training of future speech therapists to work with this category of children. In this context, the priority is given to the training of competent specialists who are able to timely diagnose, prevent and carry out corrective work of existing defects of the child, who show flexibility in the choice of methods and tools.

From the point of view of the process of professional training of a speech therapist, readiness and ability for effective professional activity is manifested as professional competence. Professional competence has various interrelated components, each of which can be represented by a specific (private) type of competence that reflects the specific characteristics of professional activity[2,54]. It was necessary to distinguish the component that is part of the professional competence of a speech therapist and ensures the effective performance of the specialist's professional activity. For this purpose, we studied the specific characteristics of the professional activity of a speech therapist and conducted a survey among practitioners, during which the most important aspect of this appearance specialist, which, according to their opinion, determines success in professional activity it was necessary to determine skills, abilities, qualities. According to the selected indicators - "most important", "important", "significant" - 66% of all respondents ranked methodological literacy as the most important; 86% of participants noted the ability to communicate as the second most important quality; Among the important skills, children's perception of the influence of different channels was 63%, managing their emotions was 73%. Studying the structure of each of these qualities shows that all of them have a communicative component. The content of the speech therapist's work is to support the child's mental and physical development, correct and compensate for the existing defects in the child's development, and its success is largely determined by the speech therapist's ability to establish pedagogical interactions with the child.

Interaction is the basis of any system and, as you know, always implies communication and relations of its elements and components. L. A. Lisurenko defines the following points that are fundamentally important in our work, taking into account the dialectic of relations and relations, the nature of interaction:

- In the most general case, interaction is the interaction of things with each other, which is carried out by the mutual transfer of a certain amount of matter or motion by one body to another.
- Any object has various interactions. Some of them are necessary for this, others are not important.
- Interaction, as a real process, takes place over a period of time in cross-functional conditions. The result of this action is a change in the state of both interacting parties.
- In each specific period, the nature of interaction does not remain unchanged and takes different forms, which makes the process of interaction multifaceted.
- The dialectical essence of interaction is the unity and struggle of opposites [1, 28].

Thus, the interaction of people in all its forms is a complex and multifaceted process, which can act at the same time as a process and the attitude of people to each other, their interaction with each other, and the process of their sympathy and mutual understanding. It can be seen that, joint activity and interaction are mutually conditioned: on the one hand, if people interact, joint activity is possible, on the other hand, the interaction of individuals is ensured by joint activity. Activity is the most important feature that reveals the uniqueness and essence of interaction.

Pedagogical activity, which includes teaching and upbringing, has a unique characteristic of interaction in the "speech therapist-child" system. L.S. In the works of Vygotsky, it has been proven that the lack of relationships implemented within the framework of interaction has a very negative effect on the physical and mental development of the child, his health, negative personal qualities form fear, psychological protective formations. success in solving the tasks depends on the skills of the speech therapist's interaction with the child [1,54].

The interaction between the speech therapist and the child is unique and inextricably linked with such categories as communication and activity. Communication is the process of interdependence and interaction of social entities (classes, groups, individuals). There is an exchange of activities, information, experience, abilities, abilities and skills, as well as the results of activities, which is one of the necessary and perfect conditions for the formation and development of a person. socialization of the individual takes place [2,83].

A communication unit is an action of a person who engages in communication, and from a philosophical point of view, it becomes an interaction when the action is complemented by a response from the other side. A set of actions creates a communicative process that includes "action-effect" and "action-response". S.L. According to Rubinsteinson, the consciousness and appropriateness of the actions carried out is an expression of the main unique attitude of a person to the world. Every human action is not only a technical operation in relation to an object, but also an action in relation to another person reacting to it [4,56].

Relationships manifested in interpersonal communication are always a system of communicative actions, the main feature of which is the existence of the subjective meaning of the actions of people in communication. Thus, communication of a speech therapist with a child with developmental disabilities is a necessary component and condition for successful pedagogical activity.

According to A. A. Leontiev, communication and interaction of subjects that occur in joint activities restores a person's self, forms his new possibilities, reveals existing ones [5,21].M. N. Nochevnik stated that it is impossible to imagine the development of a person, the existence of a person as a person, his communication with society apart from communication with other people [5,37]. Interpersonal communication is a necessary condition for the existence of people, without which not only individual mental functions, processes and characteristics of a person, in general it is impossible to fully form personality and society.

A.A. Leontev offers the option of interpreting the concept of "communication" as a social phenomenon and approaches it as a condition of any human activity. Communication is a system of purposeful and reasonable processes that ensure the interaction of people in collective activities, the implementation of social and personal, psychological relations and the use of specific tools, primarily language. V. N. Parfenov says that any activity is impossible without communication, he understands it as a process of interaction between individuals. In addition, he emphasizes the need for communication to establish an interaction that is useful for the activity process. M.S. Kogon's opinion is also A. Close to the point of view of A. Leontiev, according to which communication is considered as a type of communicative activity representing the "practical activity of the subject"[3,86].

G.M. According to Andreeva, through communication, activity is not only organized and developed, but also enriched, in which new communication and relationships emerge based on the interaction between people. The simultaneous participation of many people in a certain activity implies the need for their interaction: both to share knowledge and ideas about the activity, and to develop relationships between this activity and each other [4,69].

M.I. According to Lisina, every type of interaction is not communication, but only meets the following criteria [5,24]: the presence of attention and interest in another person, without which no interaction is possible; emotional attitude towards another person; the presence of an initiative aimed at attracting the attention of a partner; the presence of sensitivity to the attitude shown by the partner.

B.F. Lomov understands communication as an intersubjective interaction that is an activity. He believed that communication is a special form of interaction between man and man, with other people. In his opinion, it means not only the influence of one subject on another (although this is not excluded), that is, mutual influence. [2,98].

B.D. Describing communication as a complex and multifaceted process, Parygin emphasized that communication can act simultaneously as a process of interaction between people, as an information process, as a relationship between people and as a process of their interaction with each other. . also interprets it as a process of mutual experience and mutual understanding[1,60].

V.N. Myasishchev considered communication as a process of interaction of certain individuals who reflect each other in a certain way, are related to each other and influence each other [4.46]. He considered that communication is the main process of direct or indirect technical means of human interaction. In it, he distinguished three closely related components: the interaction of participants with each other (mutual understanding), their attitude towards each other (behavioral component of interaction), forms of speech and non-speech behavior, resulting from a certain understanding [6,134].

A. A. Bodalev proposes to consider communication as an interaction between people, the content of which is the exchange of information through various means of communication in order to establish relations between them [2,15]. he sees in understanding the educational effect and learning to control his behavior.

Taking into account the above, it should be said that the defining condition of competent pedagogical interaction with a child with a developmental disability is the perfect mastery of the pedagogue-defectologist's tools of pedagogical influence - pedagogical techniques, all verbal and non-verbal means of communication with children. Implementation of competent interaction with the child A pedagogue-defectologist needs certain skills and knowledge.

From the position of the competence approach, they form competencies that describe a certain level of competence (inability) of a specialist pedagogue-defectologist in organizing and implementing interactions with a child of this category.

The competence of interaction with a child with a developmental disability is an integral structural education of a speech therapist, which stands out as a special type of professional and pedagogical competence of a specialist of this profession. This determines the effectiveness of solving professional tasks (development of the child's personality, his socialization, prevention of disruption of the child's mental and physical systems and correction, compensation of defects in the child).

We assumed that the necessary list of components is determined by the functions that logged should perform in the process of communicating with the child:

- conducting an in-depth psychological and pedagogical examination of the child to determine the structure and severity of existing developmental abnormalities;
- compensation and correction of developmental abnormalities of the child;
- practical use of proven correctional methods for correction and restoration of existing developmental abnormalities in working with children;
- establishing communication with the child;
- messages;
- encouraging the child to perform certain actions;
- adequate perception and understanding of the child;
- awakening the necessary emotional experiences in the child, as well as changing them;
- changes in the child's condition, behavior, personality and semantic formation.

The specified functions performed by a speech therapist in the process of interaction with a child with special educational needs determine the following components of the competence of interaction with a child: humanistic (aimed at recognizing the value of the child's personality), epistemological (to understand the process of interaction with the child as an object of construction, with the child aimed at mastering the specific types and techniques of interaction, correctional and developmental technologies), projective (aimed at operational support of interaction with the child, choosing the most effective methods, techniques and tools), reflexive (the specialist reviews the results of his activity, opportunities, provides self-assessment of abilities).

We consider the competence structure of interaction with a child with developmental disabilities as consisting of interacting and interacting components: motivational, cognitive, operational, reflexive.

The motivational component includes a system of motives that represent a conscious desire for activity, the totality of all mental moments, which represent human behavior as a whole,

The cognitive component is theoretical knowledge about the processes of planning and implementation of interaction, their role in the educational process (the knowledge system of the speech therapist as a methodological basis of professional activity).

The reflexive component is readiness for reflexive activity (the ability and opportunity to understand their professional activity, evaluate their skills).

Thus, the competence of interaction with a child with a developmental disability of a speech therapist is an integral structural education of the person of a speech therapist, which stands out as a special type of professional and pedagogical competence of a specialist of this field, and it is expressed in the desire and ability to interact, during which the development of the child's personality, his socialization, the child's the tasks of prevention and correction of mental and physical system disorders, compensation of existing defects in the child are effectively solved. The competence of the pedagogue-defectologist's interaction with the child with developmental disabilities is systematically represented by a block of motivational, cognitive, operational and reflexive components.

In our opinion, each component is characterized by a set of competencies determined by the methods of professional actions and the necessary skills and abilities of the speech therapist. This is a necessary component of the training of a speech therapist, and it is defined as a specific type of professional and pedagogical competence of a specialist of this field, and it is the purposeful formation of knowledge and skills of future speech therapists to interact with a child with developmental disabilities, which determines the success of professional activity.

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