



PEDAGOGICAL FOUNDATIONS FOR INVOLVING PARENTS OF CHILDREN WITH SPEECH DISORDERS IN THE SPEECH THERAPY CORRECTIONAL PROCESS

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Article history:	Abstract:
Received: 24 th March 2026 Accepted: 20 th April, 2026	This article provides a scientific and theoretical analysis of the pedagogical foundations for involving parents of children with speech disorders in the speech therapy correctional process. The impact of speech disorders on a child's communicative activity, psychological development, and social adaptation is examined. In addition, the importance of cooperation between the family and the speech therapist in increasing the effectiveness of speech therapy correctional activities is substantiated. The article analyzes effective forms and methods of involving parents in correctional activities, including individual consultations, seminar-training sessions, open classes, and the use of information and communication technologies. According to the research findings, the active participation of parents in the speech therapy correctional process contributes significantly to the effective development of the child's speech abilities, communicative competence, and socialization.

Keywords: speech disorder, speech therapy, corrective-pedagogical activity, parent cooperation, communicative competence, speech development, speech therapy correction, family and speech therapist cooperation, innovative technologies, pedagogical approach, articulation exercises, speech activity, special pedagogy, corrective-developmental activities.

In the modern education system, comprehensive support for children with special educational needs and ensuring their speech, psychological, and social development are regarded as important pedagogical tasks. In particular, improving the effectiveness of corrective speech therapy work carried out with children who have speech disorders is considered one of the urgent areas of special pedagogy and speech therapy. Scientific studies conducted in recent years indicate that the success of speech therapy correctional work depends not only on the professional activity of specialists, but also directly on the active participation and pedagogical cooperation of parents.

Speech disorders negatively affect a child's communicative activity, cognitive processes, emotional-volitional state, and social adaptation. Disorders such as sound pronunciation impairments, stuttering, alalia, dysarthria, rhinolalia, and other speech deficiencies limit the child's ability to communicate with others, reduce self-confidence, and negatively influence the process of personality development. Therefore, the early identification of speech disorders, the systematic organization of corrective activities, and the active involvement of the family in this process are of significant scientific and practical importance.

The family is the child's primary social environment. Parents play a decisive role in the formation of the child's speech, communicative interaction, and acquisition of communicative experience. In particular, for children with speech disorders, parental involvement is an important factor in reinforcing the skills developed during speech therapy sessions in everyday life. Parents' pedagogical literacy, patient and supportive attitudes toward the child, and adherence to speech therapist recommendations at home significantly increase the effectiveness of corrective activities. Today, innovative forms and methods of involving parents in the correctional process are widely used in speech therapy practice. In particular, individual consultations, training sessions, master classes, interactive seminars, дистанционные speech therapy recommendations, and the use of multimedia tools contribute to the development of parents' speech therapy competence. At the same time, a comprehensive approach based on the cooperation of speech therapists, teachers, psychologists, and parents makes it possible to consistently support the child's speech development.

Scholars such as Lev Vygotsky, Raisa Levina, F.F. Rau, G.A. Volkova, and R.I. Lalayeva scientifically substantiated the important role of the social environment and family upbringing in a child's speech development. Their studies particularly emphasized the pedagogical and psychological significance of cooperation with the family in the process of correcting speech disorders. Uzbek scholars have also conducted scientific research on the methodology of corrective work with children who have speech disorders in the fields of special pedagogy and speech therapy. However, the pedagogical mechanisms and effective technologies for systematically involving parents in the speech therapy correctional process

have not been sufficiently studied. This article scientifically and theoretically analyzes the pedagogical foundations for involving parents of children with speech disorders in the speech therapy correctional process, the importance of cooperation between the family and the speech therapist, innovative approaches that increase the effectiveness of corrective activities, and effective methods of working with parents. In addition, the practical aspects of preparing parents for corrective-pedagogical activities are highlighted.

Speech is considered the primary communicative means that ensures a person's psychological development, cognitive activity, and socialization. The role of speech in the formation of a child's personality is invaluable, as it directly influences the development of thinking, memory, attention, emotional state, and social relationships. Various speech development disorders negatively affect not only the child's communicative activity but also overall psychological development. Therefore, the systematic and comprehensive organization of speech therapy correctional work with children who have speech disorders is regarded as one of the important tasks of modern special pedagogy.

The effectiveness of speech therapy correctional work largely depends on the child's immediate social environment. In particular, the pedagogical position of the family, parents' attitudes toward the process of speech development, and their participation in corrective activities are of great importance. This is because the child acquires primary speech experience within the family. Parents' speech culture, the quality of communication with the child, and the psychological environment at home shape the natural mechanisms of speech development. Lev Vygotsky emphasized the decisive role of the social environment in child development and substantiated the pedagogical significance of cooperation between adults and children through the theory of the "zone of proximal development." According to the scholar, a child's speech and intellectual development are effectively formed through purposeful communication organized with adults. From this perspective, involving parents in speech therapy correctional activities is considered an important factor in accelerating the child's speech development.

In the studies of Raisa Levina, it was noted that impairments in speech activity in children with speech disorders are not limited only to articulation deficiencies, but also affect communicative activity, phonemic perception, and cognitive processes. Therefore, the necessity of organizing corrective activities on the basis of a comprehensive approach was emphasized. Such a comprehensive approach requires cooperation among speech therapists, teachers, psychologists, and parents.

Pedagogical Significance of Involving Parents in the Speech Therapy Correctional Process. The active participation of parents in corrective-developmental activities carried out with children who have speech disorders significantly increases the effectiveness of speech therapy sessions. This is because the reinforcement of speech skills formed during speech therapy sessions and their application in natural communicative situations take place primarily within the family environment.

Numerous scientific studies show that parents' passivity in corrective activities slows down the pace of the child's speech development. Conversely, positive results are observed more quickly in children whose parents regularly follow speech therapist recommendations, purposefully engage with their child, and create a speech-enriching environment at home. Involving parents in speech therapy correctional work contributes to the implementation of the following pedagogical tasks:

- increasing the child's speech activity;
- continuing corrective exercises at home;
- reinforcing speech skills;
- developing the child's communicative competence;
- strengthening psychological support;
- ensuring the continuity of speech therapy activities.

Especially during preschool age, when intensive speech development is observed, the active participation of parents becomes an important pedagogical factor. During this developmental stage, the child's speech apparatus, phonemic hearing, and vocabulary develop rapidly. Therefore, integrating speech therapy sessions with the family environment yields highly effective results.

Effective Forms and Methods of Working with Parents

In modern speech therapy practice, various innovative forms and methods of working with parents are applied. These methods contribute to the development of parents' pedagogical and speech therapy competence and encourage their active involvement in corrective activities.

Individual Consultations

Individual consultations provide parents with detailed information about the characteristics of the child's speech development, the causes of existing speech disorders, and the content of corrective activities. During such meetings, the speech therapist gives recommendations to parents regarding exercises to be performed at home, articulatory gymnastics, speech breathing exercises, and communicative games.

Seminar-Training Sessions

Seminars and training sessions serve as important tools for improving parents' speech therapy literacy. In particular, trainings organized on the basis of practical exercises help parents develop skills for working correctly with their children. During these sessions, parents practically learn how to perform articulation exercises, apply sound production methods, and use speech-development games.

Open Speech Therapy Sessions

During open sessions, parents have the opportunity to directly observe the working methods of the speech therapist. This helps them correctly organize activities at home. At the same time, parents develop confidence and motivation toward the speech therapy process.

Information and Communication Technologies

Today, digital technologies create broad opportunities for involving parents in speech therapy activities. Through Telegram platforms, video consultations, online counseling, and multimedia materials, parents can receive regular methodological support. In particular, remote speech therapy recommendations provide convenient opportunities for families living in remote areas.

Psychological and Pedagogical Aspects of Family and Speech Therapist Cooperation

The psychological environment within the family is of particular importance in conducting successful corrective work with children who have speech disorders. Constant family conflicts, harsh attitudes toward the child, or excessive criticism may lead to the intensification of speech disorders. In contrast, love, patience, and emotional support stimulate the child's speech activity.

In the studies of F.F. Rau and G.A. Volkova, parents' emotional support was evaluated as one of the psychological foundations of corrective activities. The scholars emphasized the importance of encouraging the child's speech achievements and supporting the child in communicative situations.

Effective cooperation between speech therapists and parents should be based on the following principles:

- mutual trust;
- pedagogical cooperation;
- regular communication;
- an individual approach;
- consistency of corrective activities;
- unified pedagogical requirements.

Corrective activities organized on the basis of these principles make it possible to achieve stable and effective results in the child's speech development.

Involving parents of children with speech disorders in the speech therapy correctional process is considered one of the important and relevant areas of modern special pedagogy and speech therapy. Analysis of research demonstrates that the effectiveness of correcting speech disorders depends not only on the professional activity of the speech therapist but also directly on the pedagogical activity of the family and the participation of parents in corrective-developmental activities. Especially during the early stages of a child's life, the family performs an important pedagogical function as the primary social environment for speech development.

Speech disorders negatively affect the child's communicative activity, cognitive processes, emotional state, and social adaptation. Therefore, it is necessary to organize corrective activities systematically, continuously, and on the basis of a comprehensive approach. High effectiveness can only be achieved when such a comprehensive approach is implemented through the cooperation of speech therapists, teachers, psychologists, and parents. The continuation and reinforcement at home of the speech skills formed during speech therapy sessions serve as an important factor in accelerating the child's speech development.

This article scientifically analyzed the pedagogical foundations for involving parents in speech therapy correctional activities, the influence of the family environment on speech development, and effective forms and methods of working with parents. It was determined that methodological support organized through individual consultations, seminar-training sessions, open classes, communicative games, and information and communication technologies is an important means of developing parents' speech therapy competence.

Furthermore, it was substantiated that a positive psychological environment within the family, as well as patient and supportive attitudes toward the child, stimulate speech activity and increase the effectiveness of corrective activities. Developing parents' pedagogical and speech therapy literacy and preparing them as active participants in the correctional process are of great importance for the child's speech and social development.

In conclusion, the active involvement of parents of children with speech disorders in the speech therapy correctional process, strengthening cooperation between families and specialists, the broad implementation of innovative pedagogical technologies in practice, and ensuring the continuity of corrective activities effectively contribute to children's speech development. This approach plays an important pedagogical role in developing the child's communicative competence, improving social adaptation, and ensuring full personal development.

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