

**UMUMTA'LIM MAKTABLARIDA OTA-ONALAR BILAN
HAMKORLIK ISHLARINI TASHKIL ETISHNING PEDAGOGIK
AHAMIYATI**

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Annotatsiya

maqolada umumta'lim maktablarida logoped va ota-onalar hamkorlik ishlarini tashkil etishning pedagogik ahamiyati, nutqida nuqsoni bo'lgan bolaning hayoti sifatini oshirish va muassasa, oila sharoitida rivojlantirish jarayonlari, shuningdek muassasaning pedagogik jamoasi nutqida nuqsoni bo'lgan ota-onalarga yordam berish shakllari o'z aksini topgan.

Kalit so'zlar: nutq nuqsoni, muloqot, logoped, korreksiya, tarbiya jarayoni, hamkorlik tamoyili, psixologik test, hissiy ehtiyoj, kompetentlik.

Bolalarni tarbiyalash ota-onalarni pedagogik bilimlarini oshirish bilan chambarchas bog'liq. Ota-onalar tomonidan bolaning xarakteriga asos solinadi, uning atrofdagilar bilan o'zaro munosabatlari shakllanadi. Har bir oila farzandini o'zicha tarbiyalaydi, ammo har bir oila turli vaziyatlardan kelib chiqqan holda turli darajada malakali pedagogik yordamga muhtoj bo'ladi. Lekin, hamma ota-onalar ham bu yordamni qabul qilmaydilar. Bolani kuzatayotgan, uning muammolarini biladigan pedagogning vazifasi ota-onalarni hamkorlikka jalb qilish yoki ularni pedagogik tamoyillarni tushunish va bilishga yo'naltirishdir.

Nutqida nuqsoni bo'lgan farzand yashayotgan va tarbiyalanayotgan, muassasada o'qiyotgan oilalar turli bo'lib, bular oilaning ijtimoiy-iqtisodiy sharoitlarida, ota-onalarning ma'lumoti, ularning tarbiya muammolari bo'yicha xabardorligida namoyon bo'ladi. Bolalar-va ota-onalar o'rtasidagi munosabatlarda muammolar, qiyinchiliklar kelib chiqadi.

A.S. Spivakovskayaning ma'lumotlariga ko'ra ota-onalar o'tkasida o'tkazilgan so'rovnomalar ularning korreksiyalash masalalari bo'yicha pedagoglarga murojaat etmasliklarinig sabablarini ko'rsatgan. Bularga:

- ota-onalar qiyinchiliklarga e'tibor bermasliklari;

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-noqulay deb hioblashlari, chunki bu turdagi maslahatlar pedagogning vazifasiga kirmaydi;

- pedagog bilan muloqot qilishda qiynaladilar;

-muammolarni o‘zlari hal qilamiz deb hisoblaydilar;

- pedagogning kasbiy kompetensiyasidan shubhalanadilar; .

Pedagoglarga bu muammoga boshqa tomondan qaraydilar:

- ota-onalar indamasdan muammolarni tinglaydilar, lekin barcha ishlarni o‘zlaricha qiladilar;

- ota-onalar bilan gaplashish qiyin, chunki ular o‘zlarini haq deb biladilar va farzandlarining tarbiyasiga boshqalar aralashishlarini istamaydilar;

- ko‘p ota-onalarning yoshi pedagognikidan katta va shuning uchun ularning e‘tiborini qozonish va bolasining tarbiyasi bo‘yicha maslahatlar berish mushkul. Bularning barchasi yana bir bor oila bilan ishlashda defektolog uchun hal etilmagan ko‘plab masalalar mavjudligini ko‘rsatadi. Muassasaning pedagogik jamoasi nutqida nuqsoni bo‘lgan ota-onalarga yordam berishlari uchun avval muassasa, muassasa xodimlari bilan tizimli va maqsadga yo‘naltirilgan ishlarni, so‘ngra esa pedagoglarning ota-onalar bilan asta-sekinlik, har tomonlama o‘ylab ko‘rilgan ishlarni olib borish lozim. Bolalar va ularning ota-onalari bilan obyektiv vaziyatni e‘tiborga olgan holda ishlashni o‘rganigsh zarur. Chet el va respublikamizdagi olimlar muassasa oilaning ehtiyojlarini faqat to‘liq ravishda “ochiq tizim” bo‘lganida qondira olishini isbotlab berganlar.

Ota-onalar erkin, o‘zlarining vaqtlaridan va istaklaridan kelib chiqqan holda muassasa hayotiga kirib borib bolaning muassasadagi faoliyati, pedagogning bolalar bilan muloqot qilish usuli bilan tanishish imkoniyatiga ega bo‘lishlari kerak. Ota-onalarga farzandining o‘qish va boshqa faoliyatini uzatishga ikon berib pedagoglarning bolalarga munosabati, g‘amxo‘rligi, diqqat-e‘tiborini ko‘rstish ularning muassasa xodimlariga bo‘lgan ishonchini orttiradi.

Ota-onalar uchun muassasaning ochiqligi ularning pedagogik bilimlarini, kompetentligini oshirishga yordam berishi mumkin. Pedagoglar va ota-onalarning hamkorligi quyidagi tamoyillarga asoslanishi kerak:

-bolaning muassasada va oilada hissiy, ma‘naviy va jismoniy ehtiyojlarini qondirish;

-muassasada va oilada tarbiyalash va rivojlantirishda birdamlik;

-bola shaxsini ota-onalar va pedagoglar tomonidan hurmat qilinishi;

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- pedagoglar tomonidan oiladagi tarbiyani, ota-onalar tomonidan- jamiyatda tarbiyalash shartlarini e'tiborga olinishi.

Muassasa yo pedagogik dialog bilan kirib borib oila bolaning tarbiyasi bo'yicha aniq bilimlarga ega bo'ladi, mutaxassislarning ish shakllari, usullari bilan tanishadi, oilada tarbiyalash mahoratiga ega bo'ladi.

Hozirgi vaqtda ota-onalar bilan ishlash yangi darajada bo'lib, uning vazifasi Nutqida nuqsoni bo'lgan bolaning hayoti sifatini oshirish va muassasa, oila sharoitida rivojlantirishdir.

Bunga muassasaning oila uchun ochiligi imkon yaratadi:

- ota-onalar tomonidan muassasaga tizimli ravishda qatnash;
- bayramlarni birgalikda o'tkazish;
- pedagoglar tomonidan tarbiyalanuvchilarining oilasiga tashrif buyurish va bunda ota-onalar bilan hamkorlik rejalarini tuzish;

Suhbatlar, o'tkazish, maslahat berish, bolalar faoliyatini ko'rish va hokazo.

Oila ham pedagoglar tomonidan hurmat qilinishini talab etadi.

Hozirgi vaqtda korreksion ta'lim bosqichida ota-onalar bilan sifatli ish olib borishning maqbul yo'nalishlariga quyidagilar kiradi:

Birinchi yo'nalish. Korreksion pedagogika va psixologiyaning “klassik tizimi”ning eng yaxshi tomonlarini amalda qo'llash. Oila bilan ishlashda buyruqbozlik, korreksion muassasaning “yopiqligidan”voz kechish. Avvalgi eng yaxshi tajribalarni zamonaviy texnologiyalar korreksion pedagogika sohasidagi ishlanmalar bilan birlashtirish.

Ikkinchi yo'nalish. Ota-onalar bilan ishlash oilada tarbiyalashning tajribasi bilan tanishini nazarda tutadi, shu tarzda oiladagi tarbiya va jamoatdagi tarbiya yaqinlashadi. Oiladagi tarbiyaning eng yaxshi namunalaridan muassasa sharoitida ham foydalanish zarur, maxsus muassasaning yutuqlari oila uchun kerakdir.

Maxsus muassasa va oilaning hamkorligini yangi shakliga nutqida nuqsoni bo'lgan bolalarni tarbiyalash masalalari bo'yicha pedagogik adabiyotlar ko'rgazmasini tashkil qilish, ota-onalarga bolalar nutqidagi nutq nuqsonlarni tashxis qilish va korreksiyalashga, pedagogik taxminlar, psixologik testlashga doir fandagi yutuqlar haqida ma'lumot berish kiradi.

Uchinchi yo'nalish. Korreksion pedagogika va psixologiya sohasi bo'yicha zamonaviy ilmiy hamda xalq pedagogikasidagi eng yaxshi tajribalar asosida

mutaxassislarni tayyorlash. Hozirgi zamon korreksion pedagogikasida xalq pedagogikasining eng zo‘r tarbiya an‘analari am e‘tiborga olish.

Shunday qilib pedagoglarning ota-onalar bilan hamkorligi pedagogning kasbiy mahoratining o‘sib natijasidagina amalga oshadi. Korreksion pedagogika, psixologiya va boshqa sohalar bo‘yicha bilimlar bilan qurollangan pedagog ota-onalar bilan bimalol muloqot qila oladi, ular bilan nutqida nuqsoni bo‘lgan bolani tarbiyalash va rivojlantirishga qaratilgan muammolarni hal etishda sherikchilik qiladi.

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