

**THE CONTENT AND PEDAGOGICAL OPPORTUNITIES OF
PROFESSIONAL COMPETENCE IMPROVEMENT OF
DEFECTOLOGY IN THE FIELD OF FAMILY COMMUNICATION**

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Annotation. In modern society, attention to family problems has increased significantly. This situation is the problem of motherhood and childhood, the increase in the number of dysfunctional families, the rapidly increasing number of children with psychophysical developmental disabilities, the problems of social support for orphans, the increasing complexity of the emotional and spiritual world of a modern person, and the socio-economic and socio-cultural aspects of society. conditioned by problems.

Key words: Family, defectology, pedagogy, psychology, competence.

The changes that have occurred in society in recent decades have caused the deformation of family relations, reducing the quality of its social impact and weakening the educational potential of the family. There was a need to provide comprehensive support to families, increase the pedagogical culture of parents, improve the educational capabilities of the family, and create new approaches to integration with the family in the process of raising children.

M.M. Semago analyzes the family as a system characterized by the following situations:

- 1) the family has a complex internal structure, its own psychological structure;
- 2) the family system as a whole creates "systemic qualities" in individuals belonging to it;
- 3) the family system has the qualities of non-additivity, that is, the sum of the individuals included in it is not considered;
- 4) each element of the family system influences other elements, and is itself influenced by them;
- 5) the family system is self-managing.

The description of the modern approach to the family raising a child with developmental disabilities by V.V. Tkacheva is particularly important for our research. The author analyzes the family as a rehabilitation system with potential opportunities for creating the most favorable conditions for child upbringing and education.

According to the definition of V.V. Tkacheva, the family is a system-forming determinant of the child's socio-cultural status and determines the child's further psychophysical and social development. The internal environment of the family is analyzed by the author as a correctional environment, and this environment develops the child through its influence, it forms positive moral qualities of the person, a loving attitude towards the world [14].

The birth of an unhealthy child in a family is a psychological trauma factor with long-term effects. Parents need help, are helpless, and V.V. Tkacheva describes their situation as an "internal" (psychological) and "external" (social) "dead end". The author distinguishes 3 levels of deformation of internal family relations and social relations in parents:

1. Psychological level: the birth of a child with a developmental disability is perceived as a tragedy by his parents. A long-term stressful situation has a strong deforming effect on the psyche of parents and becomes a prerequisite for a drastic change in the family's lifestyle.

2. Social level: the birth of an unhealthy child and the state of his health will later be a test to check the genuineness of feelings between spouses, the sincerity of the relationship between the unhealthy child and the parents. Based on the specific characteristics of the child's condition and development, as well as personal views, the family can limit the implementation of communication or engage in communication less often, limit relations with relatives and loved ones.

3. Somatic level: long-term mental injuries and physical stress caused by childcare are a psychogenic and somatogenic factor for the organism and psyche of parents, especially mothers. The longer the psychopathic condition lasts, that is, the older the child, the more pronounced the changes in the health of some mothers.

Parents who are not ready for the birth of an unhealthy child in the family need all-round medical, psychological and pedagogical support.

F.F. Pai, N.F. Slezina distinguishes two models of improper parenting of a

child with developmental disabilities in the family:

1. Parents accept their child's problems indifferently, do not pay enough attention to his education. This attitude towards the child causes him to lag behind in psychophysical development.

2. Parents take too much care of their children. This attitude towards the child deprives him of the opportunity to be independent, hinders his socialization and development [13].

Providing all-round pedagogical support to parents allows them to understand the causes and nature of their child's developmental disability, to see ways to eliminate the problem, to realize their own educational opportunities, and even to develop a personal strategy to help the child in the family.

The research conducted by D.N. Zaitsev aroused great interest in us, it defines a number of specific tasks performed by the family with children with mental development problems. Among the traditional duties of the family, he also includes the duties of the sheep:

- - habilitative-rehabilitation - restoring the psychophysical and social status of a unique child, introducing him to the social environment, teaching him to a normal life and work within the limits of the child's capabilities [1,4,6,7, 11];
- - corrective - i.e. elimination or correction of existing defects in the psychophysical development of children with disabilities [3, 5, 8];
- - compensatory - replacing the abnormal analyzer by reconstructing partially damaged functions, adapting to unusual lifestyle conditions, replacing damaged, malfunctioning structures with preserved compensatory mechanisms[2, 11].

Thus, the main task of the family of a hearing-impaired child is to form the image of "I" in the child, which is necessary for his successful integration and socialization into the society, as well as ideas about the scope of his capabilities. Otherwise, the child is at risk of developing unwanted behavioral reactions, discomfort, frustration (a mental state that seeks activity to solve a problem or achieve a goal) [10, 13].

However, to date, the results of the social survey show that families are withdrawing from the issue of raising children, that is, the family is not ready to take on the burden of education and upbringing of children with developmental disabilities. It was found that it is increasingly difficult for parents to deal with

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child education, and they hope for help provided by specialized educational institutions. Of course, rehabilitation institutions cannot refuse to cooperate with parents by placing the responsibility of raising a child with developmental disabilities on the family. Despite the fact that raising a child with hearing impairment is a serious and important duty of parents, it is found that parents are not ready for it. The only way out of this situation is to organize systematic, informational, psychological-pedagogical, socio-cultural assistance to families in the issue of socialization of a child with a hearing impairment by rehabilitation institutions. In this case, it is necessary to search for new approaches to the organization of cooperative work with families, to change the content and forms of mutual activity.

L. Sh. Nurmukhamedova distinguishes 4 groups of families. This classification is based on the family's attitude towards the birth of a child with an intellectual disability.

1. the birth of a child - families that cause specific problems for their loved ones;
2. child's participation - families that cause conflicts between spouses;
3. intrapsychic quarrels - families that occur at the neurotic or psychopathic level;
4. families almost completely excluded from society.

According to the author, all families need psychological support.

V.A. Bogovarova, while analyzing the problem of social and pedagogical conditions for improving family education at the modern stage of society's development, divides them into three groups according to the support given to the pedagogue by parents.

- parents actively participating in children's education;
- parents who are potential assistants of the school in the matter of child education;
- parents who do not understand or do not want to understand school requirements [9].

Thus, modern approaches to the education of children with developmental disabilities, as well as their social adaptation, involve the active involvement of the family in the process of child development. This issue is widely covered in the literature. However, an important condition for the effectiveness of this

process is the ability of the pedagogue-defectologist as a leading specialist to establish active cooperative relationships with different categories of parents and organize a joint activity process. This task is not an ordinary task for a defectologist. In specialized pre-school educational institutions for children with hearing impairments, children from different families, with or without higher education, complete and incomplete, economically provided or not provided, receive education. A defectologist should establish a relationship based on trust with each of the families, determine the most effective ways to help families in the education and upbringing of children with hearing impairment. However, issues of cooperation with families raising children with hearing impairment are covered in the literature in a scattered and unsystematic manner.

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