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On the issue of interaction between teacher and family of a younger student with disabilities

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Abstract

The article deals with the problem of interaction between a teacher and the family of a primary school-age child with disabilities. The family as the main institution of education helps a child with developmental disabilities to get the first life experience, to overcome difficulties on his way. Parental support is required for the successful functioning and development of a child with disabilities. The majority of parents have problems in establishing constructive relationships with children with disabilities and they need qualified help from a teacher. Work with parents includes monitoring the psychological climate in the family, problems in education, training and correctional work at home, providing consulting and practical assistance.

The task of a teacher is to achieve interaction and agreement with family members in the development of a common culture, in creating favorable climate and social adaptation of younger students with disabilities in society. Joint activities should reflect the planning in children upbringing, i.e. setting goals and objectives; choosing joint educational activities; developing individual routes of work with the family and the child; developing ways to establish personal contact between teachers and parents.

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Keywords

Family, interaction, children with disabilities, primary school age, inclusive education.

Introduction

Recent changes in the political, social and economic life of the state and society affect family relations, and in particular, the relationship between parents and children with disabilities.

The Federal Law “On Social Protection of Disabled People in the Russian Federation” specifies the need for non-discriminatory treatment of disabled people, and defines the appropriate conditions for the integration of sick children, and its effectiveness largely depends largely on the nature of family relationships.

To function and develop successfully a child with disabilities needs the direct support from his parents. However, both theoretical research and everyday practice show that parents often have difficulties in building constructive relationships with children with disabilities and need qualified assistance from a teacher.

Many researchers (T.A. Zhurbina [Zhurbina, 2010], T.M. Kozhanova [Kozhanova, 2011], I.V. Khayrutdinova [Khayrutdinova, 2006], etc.) note that there is an increasing need for interaction between family and educational institution. In this regard, the most urgent problem is the cooperation of the general educational institution and the family as the main subjects of society, in which the younger student with disabilities is formed and developed.

In a number of works, the scientists consider the problems of interaction between school and family (K.E. Andreeva [Andreeva, 2000], T.A. Zhurbina [Zhurbina, 2010], T.N. Kasimova [Kasimova, 2006] and others); school-family partnership (T.JI. Mozuhina [Mozuhina, 2006], N.G. Odinets [Odinets, 2006]); joint activity of the educational institution and the family (E. N. Bukreeva [Bukreeva, 2003], V. I. Trofimova [Trofimova, 2008] and others).

Main part

In the Federal State Educational Standard of Primary General Education, special attention is paid to the systematic special psychological and pedagogical support, which involves the creation of adequate conditions for the realization of the special educational needs of a child with disabilities. This support includes the organization of interaction between the teacher and the child’s family with developmental defects.

Interactions between the teacher and the family of a primary school student with disabilities are built in the framework of anthropological and system-activity approaches to the study, interpretation and search for patterns of cooperation between the teacher and the families which bring up the children with psychophysical disorders.

Families with primary school age children with disabilities have qualitative differences and they are considered from medical, psychological, social, pedagogical points of view and such families require psycho-correctional work of specialists.

The interaction of the school and the family includes the following stages:

1. **Parent education.** The pre-school period, when 6-7 years old children are just getting ready to go to school and, accordingly, their parents are also preparing for this difficult transition from childhood to school life. At this stage, we propose such form of parent education as the “Mother School”. Young parents become the students whose children will go to school for the first time.

2. **Work with parents of primary school students.** At this stage the aim of cooperation with parents is to form an effective system of interaction between parents and teachers to create a favourable environment for uniting children in a single team. Both traditional forms (parent-teacher meetings,

school-wide conferences, individual teacher's consultations, home visits) are used as well as non-traditional ones (parent-teacher trainings, round tables, oral journals, workshops, parent evenings, parent readings, parent rings).

3. Work with parents of 4-5 grades students (transition adaptation to secondary school). Such form of work like the parent lecture hall "University of Pedagogical Knowledge" is proposed. Parents participate in determining the subject of the events. The given form of interaction helps to increase the parents' pedagogical culture, their psychological and pedagogical competence in family education, the development of common approaches of the family and school to upbringing of children with disabilities.

4. Work with parents of secondary school students (6-8 grades). The main problems of this period are adolescent difficulties. When creating an educational model in a secondary school, a shift in emphasis is supposed in the situation of "school-child" interaction. The personal development of children with disabilities becomes the basis. Here new forms of work are proposed as correspondence with parents, role-playing games, and open lessons.

5. Work with parents of senior and final year students. The main goal of parental comprehensive education is to learn psychological and pedagogical characteristics of the personality of a high school student with physical condition, to master the upbringing methods and techniques in family and school that allow children to focus on professional self-determination, conscious professional choice.

The conditions for success in the implementation of the idea of parental education are the joint efforts of parents and teachers at all levels:

- goal orientation, systematic character, planned character;
- differentiated approach to work with parents taking into account the multifold specificity of each family.

Work with parents includes monitoring the psychological climate in the family, upbringing problems, problems in learning and corrective work at home, providing consultative and practical assistance.

The teacher's task is to achieve interaction, agreement with parents in the common culture upbringing, in creating a favorable climate and social adaptation of younger students with disabilities to society.

Cooperation between the school and the family is a guarantee of the effectiveness of corrective and developmental education. The pedagogical and organizational aspect of creating the conditions for the development of primary school children with disabilities is the cooperation between the school and the family.

Joint activities should reflect the planning of children upbringing, i.e. setting goals and objectives; choosing joint educational activities; development of individual routes for working with family and children; development of ways to establish personal contact between teachers and parents.

Holding problem meetings at school are aimed at increasing motivation and involving parents in the correctional development process, preventive work with the family. Individual consultations are effective in order to develop additional recommendations for parents with children with disabilities.

Parents' work with specialists is built in the way that parents should understand and appreciate attention to themselves and to their child. All school specialists provide assistance and support to families bringing up children with disabilities.

The child should feel that close people love him, understand, hold dear him and are always ready to help. An important result of cooperation with the family bringing up a primary school student with

disabilities is that parents are ready to create new relationships together with their child where it is joyful to be close, trusting and loving each other.

Conclusion

Thus, it is necessary to involve parents as active participants in the educational process through their training how to interact with children of primary school age with disabilities, to organize joint activities, to help change the parent's attitude and to equip parents with positive ways of communication. Parents must contribute to the formation of their educational competence by enriching their pedagogical and defectological knowledge and create conditions for interaction with each other in order to expand the social space of families.

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К вопросу взаимодействия педагога с семьей младшего школьника с ограниченными возможностями здоровья

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Аннотация

В статье рассматривается проблема взаимодействия педагога с семьей ребенка младшего школьного возраста с ограниченными возможностями здоровья. Семья как главный институт воспитания помогает ребенку с нарушениями в развитии получить первый жизненный опыт, преодолеть трудности на своем пути. Для успешного функционирования и становления ребенка с ограниченными возможностями здоровья необходима поддержка родителей. Большинство родителей испытывают проблемы в выстраивании конструктивных взаимоотношений с детьми с ограниченными возможностями здоровья и нуждаются в квалифицированной помощи со стороны педагога. Работа с родителями включает в себя: мониторинг психологического климата в семье, проблем в воспитании, обучении и коррекционной работе в домашних условиях, оказание консультативной и практической помощи.

Задача педагога – добиться взаимодействия, согласия с членами семьи в воспитании общей культуры, в создании благоприятного климата и социальной адаптации младших школьников с ограниченными возможностями здоровья в общество. Совместная деятельность должна отражать планирование в воспитании детей: постановку целей, задач; выбор совместных воспитательных действий; разработка индивидуальных маршрутов работы с семьей, ребенком; выработка способов установления личностного контакта между учителями и родителями.

Для цитирования в научных исследованиях

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Ключевые слова

Семья, взаимодействие, дети с ограниченными возможностями здоровья, младший школьный возраст, инклюзивное образование.

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