

PEDAGOGICAL COOPERATION BETWEEN THE FAMILY AND EDUCATIONAL INSTITUTIONS AS A PREREQUISITE FOR THE DEVELOPMENT OF A CHILD WITH SPECIAL EDUCATIONAL NEEDS

Cooperation begins from the moment of the first meeting, within the framework of pedagogical support of the period of adaptation of children with OOP. Various forms of interaction can be used for successful cooperation of teachers with parents of OOP children: parental meetings, questionnaires, counseling, etc. Teachers should understand that each family has different experience in raising children, the level of pedagogical training, education, etc. The teacher is well aware of the patterns of development of preschool and primary school age, methods of its upbringing and does everything possible to assist young parents in mastering the basics of pedagogical knowledge. When establishing interaction with parents of children with OOP, the teacher must first pay attention to communication with them, determine the level of their interests and personal needs. To this end, it is advisable to conduct a written survey, the answers of which will help in drawing up a perspective plan of interaction of educational institutions, children and parents.

The purpose of cooperation with parents is to prevent negative phenomena in raising children with OOP, to stimulate and encourage them to work.

The efficiency of functioning of cooperation with parents can be achieved on conditions based on the principles of cooperation:

- knowledge of the conditions of family education and the friendly attitude of the teacher to each child with OOP;
- differentiated approach to work with the family, taking into account the levels of pedagogical education of parents;
- family trust in raising children with OOP and systematic search for methods of democratic cooperation with it;
- preservation of parental authority and its multiplication through the humanization of the entire educational process;
- unity of requirements for children with OOP, educational institution and family through the organization of various types of joint activities and content cooperation and awareness of the goal.

The problem of cooperation and harmonization of the interaction of family and educational institutions in the upbringing of children with OOP is complex and multidimensional. First of all, it concerns the structure of interaction, distribution of responsibilities, roles, tasks and functions between all participants in the educational process, developing joint actions. In particular, the cooperation of the teacher and parents during the adaptation of the child with the OOP to the conditions of stay in the

preschool, to the conditions of study at school, issues of pedagogical interaction, answered the most common questions related school.

Let's start with the first aspect of cooperation - studying the family of a child with special educational needs.

For the teacher, the psychologist-pedagogical approach to the study of the family is dominant, that is, the fulfillment of its educational function, determining the conditions and factors that influence the effective interaction between the participants of the educational process, V. Sukhomlinsky in the book "Hundred Tips of the Teacher" He convincingly stated that "without knowing the living conditions of the child in the family, proper education and upbringing impossible. It is very important for the teacher to know how the relationships in the family affect the formation of the child, his positive moral and psychological qualities ...". O. Savchenko in "Educational Potential of Primary Education" states that "the pedagogical climate depends on the interaction of many factors: the education of parents themselves, the nature of relationships between the family, the culture of home, the organization of the family collective, its traditions etc.

Therefore, this issue is a cornerstone in the cooperation of the teacher and parents, so it is important in the professional activity of the teacher is to study the conditions of family upbringing In families where the father and mother truly love and give people.

In view of the above, the study of the family of a child with OOP should be systematically, systematically, so it is important for the teacher to have a method of in-depth study of the family, which include methods: documentary, indirect and direct study of the family, as well as the method of psychological and pedagogical observation. The first of them involves the study of documentary data on the child with the OOP and his family (medical card, information about staying in a boarding school, personal affairs, characteristics, establishing a state of success for previous years on the basis of data of the journal, etc.). According to the information obtained, you can make an idea of the state of health, psychophysiological and intellectual development of the child with OOP (compliance with age standards), living conditions of the family, etc.