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**INTERACTION OF A SPEECH THERAPIST TEACHER WITH EDUCATORS  
AND PARENTS IN WORKING ON THE SPEECH DEVELOPMENT  
OF PRESCHOOLERS**

***Abstract:** the systematic interaction of a speech therapist teacher, educators, and parents is critical for the successful speech development of preschoolers. The article examines methods of coordination, differentiation of roles and practical strategies that ensure the integration of speech therapy tasks into joint activities. Examples of successful work organization are given, including the use of digital platforms for communication and progress monitoring.*

***Keywords:** interaction of a speech therapist teacher and parents, correctional speech development, the roles of teachers and parents, joint consultations and classes, the use of modern technologies, a systematic approach to speech correction.*

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## **ВЗАИМОДЕЙСТВИЕ УЧИТЕЛЯ-ЛОГОПЕДА С ВОСПИТАТЕЛЯМИ И РОДИТЕЛЯМИ В РАБОТЕ НАД РЕЧЕВЫМ РАЗВИТИЕМ ДОШКОЛЬНИКОВ**

***Аннотация:** систематическое взаимодействие учителя-логопеда, воспитателей и родителей имеет решающее значение для успешного речевого развития дошкольников. В статье рассматриваются методы координации, разграничения ролей и практические стратегии, которые обеспечивают интеграцию логопедических заданий в совместную деятельность. Приведены примеры успешной организации работы, включая использование цифровых платформ для коммуникации и мониторинга прогресса.*

***Ключевые слова:** взаимодействие учителя-логопеда и родителей, коррекционное развитие речи, роль учителей, роль родителей, совместные консультации, совместные занятия, использование современных технологий, системный подход к коррекции речи.*

The interaction of a speech therapist teacher, educators, and parents is one of the key factors in the successful speech development of preschoolers. The joint work of specialists and relatives of the child creates conditions for an effective correctional process that helps to overcome speech difficulties and the harmonious development of communication skills. The preschool child's speech environment is enriched through the coordination of efforts, which is confirmed by numerous studies in the field of pedagogy and speech therapy, as well as provided for by modern legislative standards aimed at comprehensive support for children with speech disorders. The inclusion of parents and caregivers in the correctional process ensures continuity and consistency, which has a positive effect on the sustainability of the results achieved, because it is in the daily communication of the child that speech skills are formed and consolidated. The roles and tasks of each participant in the interaction are clearly differentiated,

which makes it possible to organize the work as efficiently as possible. A speech therapist teacher implements the professional aspect of correction, diagnoses speech disorders, selects and forms correctional programs, and also trains parents and caregivers in supportive work methods. Educators ensure the regular application of speech therapy recommendations in the educational and play environment of the kindergarten, creating natural speech situations and stimulating speech practice through didactic games and communicative exercises. Parents, in turn, support the development of speech at home, consolidate the skills acquired in kindergarten and participate in creating a favorable speech atmosphere, which is especially important for the formation of a child's motivation to communicate. This division of functions presupposes the complementary nature of the work, where each participant contributes to a single goal – the full-fledged speech development of the child. Various forms and methods are used to organize interaction between a speech therapist, educators, and parents, ensuring a constant exchange of information and coordination of actions. Joint consultations, pedagogical meetings, group and individual classes with subsequent discussion of the results are considered key. It is effective to integrate regular meetings and remedial measures using partnership models that create an open dialogue and allow for timely adjustments of approaches. An important form is the holding of training seminars and master classes for teachers and parents, which contributes to the dissemination of practical techniques. Through the use of written documentation, observation diaries and electronic means of communication, transparency and consistency of joint activities are ensured. A reasonable combination of interaction methods creates a stable platform for speech development in preschoolers. The organization of joint correctional and developmental work involves the development of comprehensive programs and plans that take into account the individual characteristics of the child and the resources of the educational environment. The programs are based on diagnostics and include a variety of remedial activities: speech therapy classes, integration of speech exercises into daily activities, speech games and creative tasks. An important component is the coordination of the content and methods of work between the speech therapist and educators, as well as the adap-

tation of recommendations for implementation at home. This systematic approach provides a multi-channel impact on speech and contributes to the formation of sustainable skills. The implementation of comprehensive plans provides for regular informing of parents and creating conditions for their active involvement in the correctional process. This helps to increase the efficiency of work and form a partnership of all stakeholders. Monitoring and evaluation of speech development progress is a systematic process that allows timely identification of successes and difficulties, as well as correction of correctional work. The assessment is carried out through regular observations, analysis of the results of diagnostic measures and a joint discussion of the child's dynamics with the participation of parents and caregivers. The use of standardized techniques and the maintenance of individual observation maps ensures the objectivity and detail of information. An important element is feedback, which stimulates the motivation of all participants and helps in setting up corrective strategies. The joint analysis of the results makes it possible to quickly make changes to the work plan, which helps to adapt approaches to the unique needs of the child and improve the effectiveness of speech support. Modern technologies and resources play a significant role in supporting communication and correcting speech development. The use of digital platforms for the exchange of information between the speech therapist, educators and parents ensures the convenience and speed of interaction. Video and audio materials with demonstrations of speech therapy exercises allow teachers and parents to practically master the necessary techniques at a convenient time. Methodical electronic manuals and interactive games create an additional incentive for the child's speech development and make the correction process more diverse and attractive. The use of mobile applications for keeping observation diaries and class planning contributes to the consistency of work and allows you to quickly adjust approaches based on the data obtained. This use of modern tools meets modern educational development standards and opens up new opportunities for comprehensive support of preschool children's speech development. An example of successful pedagogical practice is associated with the introduction of weekly thematic mini-trainings for educators and parents in kindergarten. In such classes, I demonstrated effective speech therapy exercises that could be easily integrated into

daily work with children and homework. Educators and parents received detailed instructions and practiced under the guidance of a specialist, which ensured a high level of mutual understanding and ensured consistent application of techniques. After a few months, there was a noticeable stability in the children's speech skills, and the coherence of the actions of all participants increased, which made it possible to reverse the negative dynamics in the development of speech in many pupils. This example illustrates the importance of training and support for all subjects of the correctional process. Additionally, in the conditions of a large number of children with different speech disorders in the group, a monitoring system was organized, including the maintenance of individual observation maps and an electronic journal. In collaboration with the caregivers, I regularly filled out reports on each child's speech achievements and difficulties, and the parents received summary information through the mobile application. This approach improved the quality of tracking the results and allowed timely correction of corrective measures, as well as accelerated the exchange of information between all participants. The system became a single tool for adaptive management of correctional work and promoted transparency of communication. Thus, the systematic interaction of a speech therapist teacher, educators and parents is a fundamental condition for successful speech development of preschoolers. A clear distribution of roles, the use of various forms of communication, the comprehensive organization of correctional work, regular monitoring and constructive overcoming of difficulties make it possible to create favorable conditions for the formation of a child's full-fledged speech competence. Modern technological solutions expand the possibilities of this interaction, increasing its efficiency and quality. The implemented pedagogical practices confirm the effectiveness of such approaches and can serve as a model for their widespread implementation in the educational sphere.

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