

CONSTRUCTIVE-ASSURING AND PREVENTIVE-ASSURING STRATEGIES OF SPEECH THERAPISTS IN THE COURSE OF WORK WITH PARENTS OF PRESCHOOL AND PRIMARY SCHOOL CHILDREN

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The article presents the result of studying psychological and pragmatic aspects of speech therapist's interaction with parents of preschool and primary school children, depending on their active/passive participation in the correction of speech deviations. It studies the interdependence between the degree of parents' activity and various factors, e.g. level of their education, social status, severity of speech deviation of a child. Special attention is given to models for building communication in situations of socialization between speech therapists and parents. The study substantiates the importance of differentiated approach to utilization of constructive-assuring and preventive-assuring strategies of speech influence by a speech therapist, observation of the norms of pedagogical ethics in the process of their realization. The author proves that there is close interconnection between the level of speech therapist's competence formation and the degree of his/her communicative competence.

Key words: speech therapist-parents interaction; constructive-assuring and preventive-assuring strategies; suggestion.