

Social Design in the System of Interaction Between Schools and Institutions of Additional Education

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Abstract : *The changes taking place in Russia today require active involvement of a person in socio-economic, political and cultural processes within the country. The legislation of the Russian Federation, taking into account the leading role of education in the formation of a modern person and a law-abiding citizen, successfully integrating into a society, ready to improve it, emphasizes the role of socially valuable personal activity. The initial stages of solving this issue are already at school age. The relevance of the topic under consideration is that development and improvement of children's social activity is the most significant and important task of modern educational process. Its decision will allow teaching a citizen, a person who is able to live in a democratic society and be as useful as possible to this society. At the same time, teachers face problems due to search for forms and methods of work that could appear as one of effective ways of establishing and developing children's social activity. Children's additional education offers more opportunities to solve these problems. The purpose of the work is to develop a social project for organization of interaction between school and establishment of additional education, which will help children with speech and writing disorders. Obtained in the course of our research conclusions and formulated recommendations can be applied in psychological and educational activities; in the educational process, as well as in teaching materials and manuals preparation; when lecturing on social and organizational psychology.*

Index Terms: *additional education, social projects, students, school, social activity, social skills development.*

I. INTRODUCTION

In the modern world, the problem of dysgraphia and dyslexia in children is becoming increasingly common, with negative consequences for their further education at subsequent levels. [1] Every year it becomes more and more difficult for a child to learn along with his peers. [2] Today, there are quite a few programs that help prevent the occurrence of children and these shortcomings or reduce the

likelihood of their occurrence, but these areas are often not solved at school. [10] In our opinion, the solution of these problems requires attention at school age. [3] However, at school, as we have already said, most often due to the lack of specialists, these problems are difficult to solve, so there is a need for the school to interact with the centers of additional education for children who have demanded resources. [5] With the interaction of school and the center of additional education, the implementation of the process of preventing dyslexia and dysgraphia becomes much simpler and more effective. [7]

II. LITERATURE REVIEW

The development of issues of social design involved such scientists as I.A. Winter, I.P. Pavlov. [4] Social engineering is a technology of social education, the meaning of which is to create conditions for social personality tests. [6] Thanks to social design, the student can successfully develop his own I-concept. Within the framework of such a design, important problems and problems of children are solved. [25] In our case, we consider a solution to the problem of preventing dyslexia and dysgraphia. [26]

The social project as an educational technology was developed at the Center for Civic Education in Calabasas, USA, in 1996. [21] M. Fisher introduced Russian teachers in the field of civic education with the peculiarities of the methodology of the "Citizen" project in 1997. [22] The analogy of such a project in Russia appeared only in 2001. [23] The specific context of a social project is equality-based social partnerships. [24]

D.V. Grigoriev, P.V. Stepanov notes that a social project as a social technology is focused on changing the social situation. [27] It is associated with an impact on the public consciousness or with a change in the structure of life of certain target groups to which this project is directed. [11], [12] From a social point of view, such projects can be important as a means of awakening and realizing the social activity of young people, the formation and development of youth policy in the territory with the participation of young people. [14]

According to N.M. A novice social project is a joint activity of all participants in educational process related to a real socially significant problem. [13] From the point of view of V.A. Lukova, social design is the construction by an individual, group or

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organization of an action aimed at achieving a socially significant goal and localized in place, time and resources. [15] A social project is a tool for social change. [28], [29] It is based on the natural, human property to construct reality. [16]

Under the socio-pedagogical design, according to IA Kolesnikova, understood the ability to transform social processes, phenomena, conditions with the help of educational tools. [18]

III. METHODOLOGY

Before implementing the project, it was important to find out whether there is a need to attract additional education to work at school. [8]

The study involved school staff, as well as parents raising first graders: school management: the director, deputy directors (2 people); teachers: primary school teachers (4 people), music director; specialists: teacher-psychologist, social teacher (2 people); parents of students with speech disorders in the amount of 10 people. At the first stage, parents were asked to answer questions. The results of parents' survey showed that there is a need to attract additional education to work at school. [14] This proves, for example, that 70% believe that speech disorders are a serious problem for the development of a child. Most parents believe that children with speech disorders require additional exposure: there is no speech therapist at school, therefore, the existing speech disorders will interfere with the child's reading and writing.

Based on the data obtained, a decision was made on the

need to organize a social project. Project implementation period: 1 year. Base project: municipal budgetary educational institution "School number 168 named after I.I. Labuzy. Participants: specialists of school No. 168, Nizhny Novgorod. Employees of the private speech therapy cabinet "Govorun", parents of first-graders. The implementation of the project will help children with impaired speech and writing.

IV. ANALYSIS AND DISCUSSION

As part of our work, empirical study was conducted. The purpose of the study is to develop a social project for organizing interaction between schools and institutions of additional education. [9]

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In order to achieve the goal, the survey method, questioning, and conversation were used in the work. At the first stage, parents were asked to answer questions. The first was a question of whether parents consider speech disorders as a serious problem. The results are presented in Figure 1.

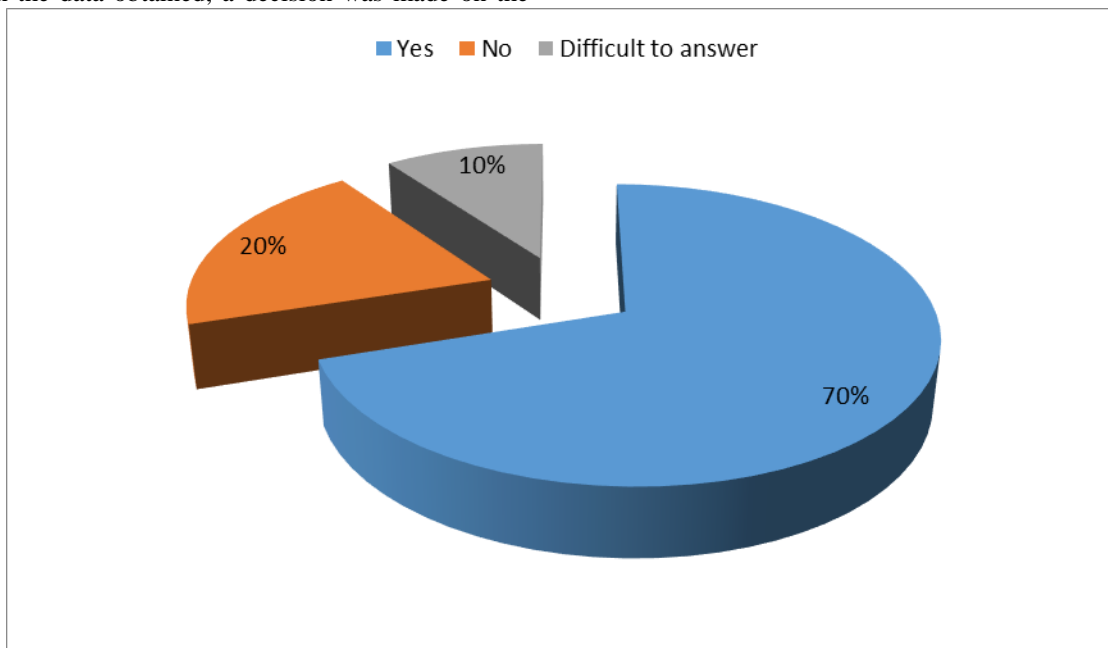


Figure 1 The Results Of Answers About The Problem Of Speech Underdevelopment Of Children

The results show that the majority of participants - 70% - believe that speech disorders are a serious problem for the development of the child. 20% of parents believe that this is not a serious problem. In the conversation, such parents noted

that they are confident that with age the child will correct his speech independently.

The next was the question of what difficulties, according to parents, a child can face with speech disorders when entering school. The results are presented in Figure 2.

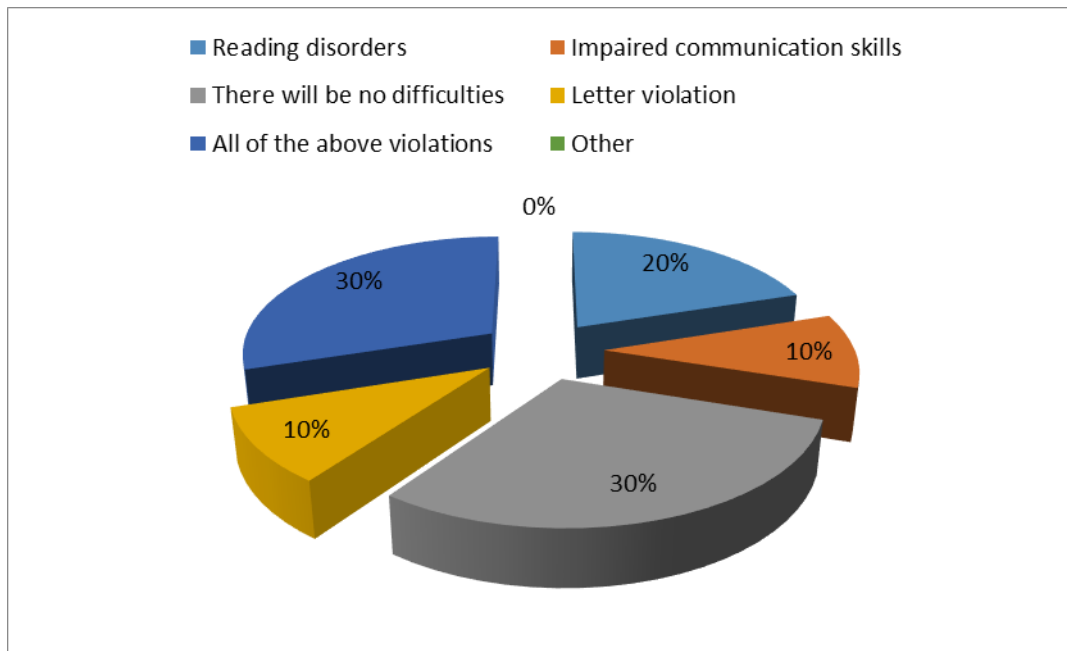


Figure 2 The Results Of The Parents' Answers About The Difficulties Of Children With General Speech Underdevelopment (ONR) When Entering School

30% of parents believe that children experience all of the above difficulties when entering school if speech disorders are not eliminated during the preschool childhood period. 30% of parents are sure that speech disorders do not affect in any way children's reading and writing and reading skills, and most importantly, the proper education of children. In the conversation, such participants noted that it does not matter how the child speaks, it is important how he writes and

understands the text of the read.

Over time, the child will outgrow speech disturbances and be able to master all school disciplines. [19]

Next was the question of whether parents believe that the child needs additional training (support) for reading and writing at the first stage of schooling. The results are reflected in Figure 3.

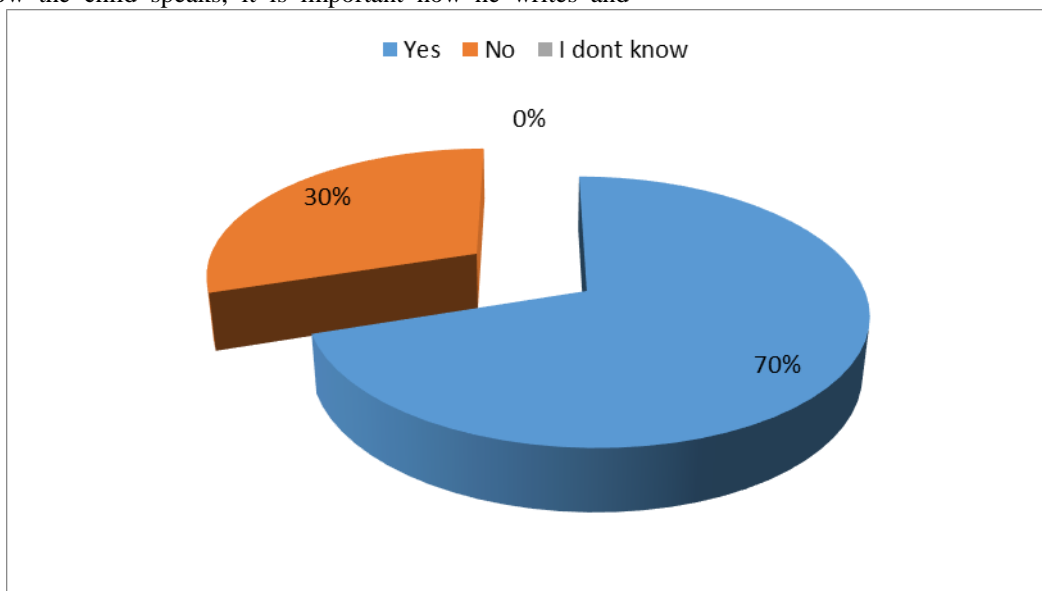


Figure 3 The Results Of The Parents' Answers About The Need For Additional Speech Therapy Support For Children With Speech Disorders

Most parents believe that children with speech disorders require additional exposure: there is no speech therapist at school, therefore, the existing speech disorders will interfere with the child's reading and writing. However, 30% of parents believe that a first-grader should not be overloaded with extra classes and the child will receive all the necessary knowledge at school. Thus, it is possible to make an unequivocal conclusion that the work of school teachers in informing

parents about the importance of speech therapy assistance to children with speech disorders is not perfect.

The next question was what, in parents' opinion, are the main reasons for violations of writing and reading? This question was rather complicated for parents. The following answers were received: the child does not



pronounce the letters, so he does not know how to write and read them - 20% of the parents; a child does not understand how to write a sound with a letter, read the combination of letters correctly - 20% of parents; the child confuses the type of letters - 10% of parents; the child has fine motor skills - 30% of parents; the child does not want to practice writing and reading: lazy, the child is not interested, boring, low motivation - 40% of parents.

Each of the parents named no more than 2 reasons for which, in their opinion, the child may experience difficulties in mastering written speech. Many parents, on the whole, call correctly the prerequisites for violations in mastering writing and reading, but, nevertheless, it is clear from the answers: the question has caused many difficulties. Accordingly, it can be

concluded that the problem of possible violations of writing and reading, as such, is not confronted by many parents of the group studied. In the conversation, many parents said that they are engaged with children at home. It is noticed that children read and write with difficulty. Nevertheless, the majority of people still consider the main reason to be lazy of the child, not wanting to do something boring for him, inattention. [20] Parents, indeed, aware of the causes of possible violations of writing and reading, unfortunately, are a minority.

Then the parents were asked: "Do you think that school employees should be engaged in the prevention of violations of the letter and reading in a child without family intervention?". Response results are shown in Figure 4.

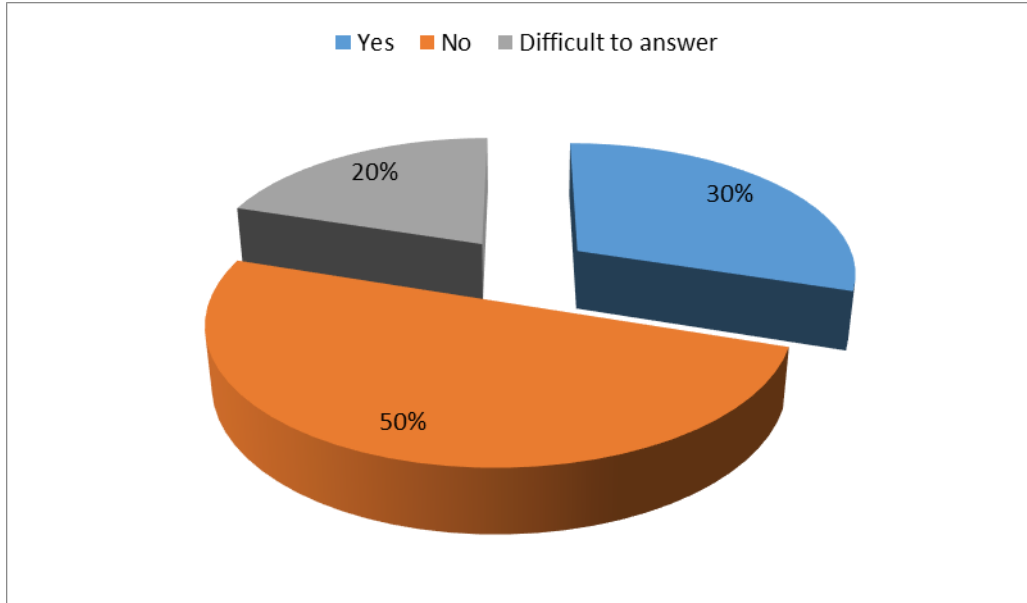


Figure 4 Parental Response Results On The Prevention Of Writing And Reading Violations By School Employees

The results show that most parents believe that only families should be directly involved in violations of writing and reading prevention. However, 30% of the surveyed participants believe that parents do not have sufficient knowledge and skills, so the school should take full responsibility for teaching children with speech disorders and carry out preventive work. Unfortunately, 20% of parents did not give a clear answer at all, which indicates that parents are not interested in preventive work with children.

On the question of whether school staff had a conversation with parents about the prevention of violations of writing and reading, 100% of the parents answered positively. However, in the conversation, the parents explained: there was no clear and narrowly focused conversation or classes on the prevention of literacy violations with parents. Some information was obtained by parents in individual conversations with teachers. Speech therapist at school is missing.

To the question "Did you get enough knowledge from school staff to engage in prevention of violations of writing and reading children at home?" All 100% of parents answered negatively. The last question was whether the school needed

additional specialists who were ready to work with first-graders in the system of preventing violations of writing and reading. All 100% of parents responded positively.

Thus, a small survey and conversation clearly showed a lack of sufficient knowledge of parents about the importance and the need to prevent violations of reading and writing in students. The results also indicate a lack of work by school staff to inform parents about the importance of additional assistance to speech-impaired children in the first stage of schooling.

Many parents believe that speech does not affect writing and reading skills development, and also note that any speech problems the child will outgrow with age. Also, many parents believe that the speech therapist has the right to advise the family on speech disorders. In case there is none, these functions should be taken over by school teachers.

Next was a small survey of school specialists.

The first question was asked about the need to attract specialists from additional education institutions to assist children with speech disorders and their parents in the first stage of children's education at school. The results are shown in Figure 5.



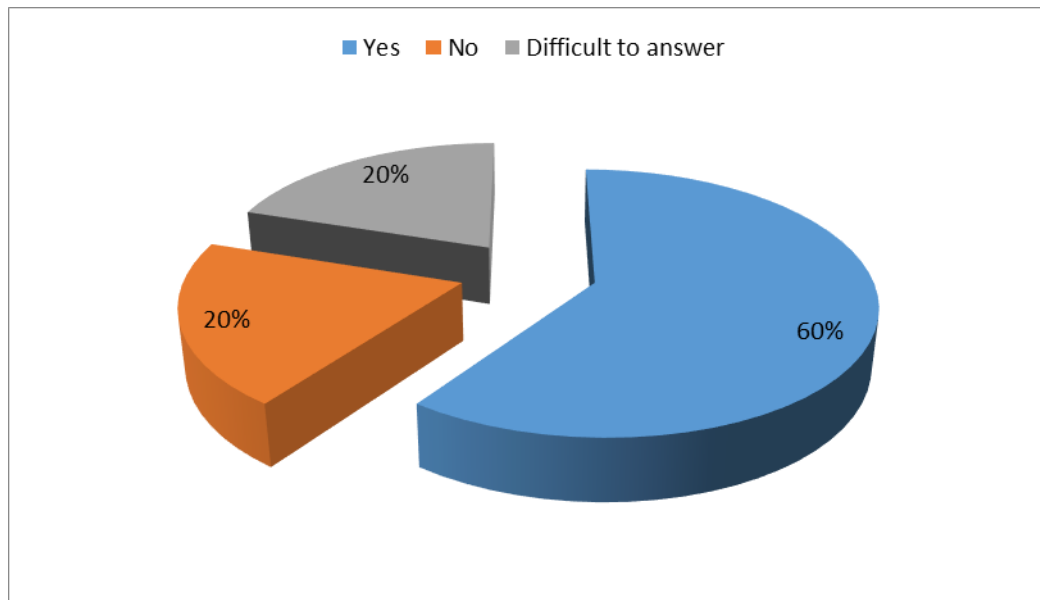


Figure 5 The results of a survey of specialists on the need to cooperate with additional education institutions

The data show that most teachers and specialists believe that school lacks specialists who would help primary school teachers to correct existing speech disorders. In an oral conversation the teachers noted that in their activities they are not obliged to relate to the correction of violations of the speech development of children, this should be done by a

speech therapist. If there is no speech therapist, school management should decide the issue or the parents themselves should take the child to additional education institutions.

Next, the question was asked how teachers assess the level of interaction with parents of first-graders on the prevention of dysgraphia and dyslexia. The results are shown in Figure 6.

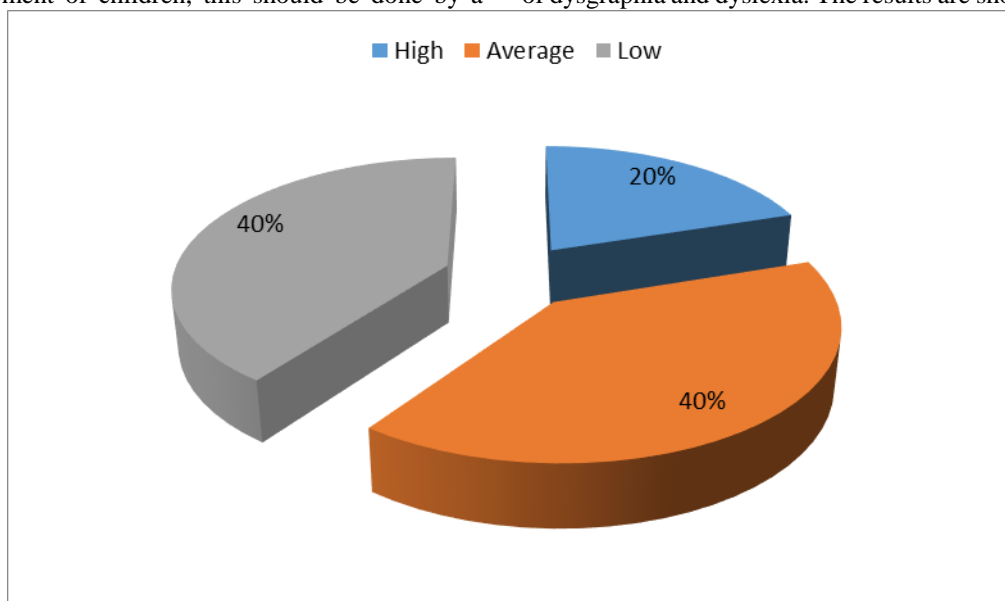


Figure 6 The Results Of The Answers About The Interaction Of Specialists And Parents Of First-Graders With Speech Disorders

The smallest number of specialists (20%) gave the answer that cooperation of school and parents of first-graders is estimated as high. So consider, basically, the leadership of school. However, directly specialists working with parents note that this interaction is very weak. Teachers, in general, do not have the ability and desire to help parents correct their children's speech. Teachers can only indicate to parents the violations that exist, and tell them about what they expect of a child in mastering school science if he does not receive speech therapy.

The next question was whether the school had the necessary materials to inform parents about the prevention of

dysgraphia and dyslexia among first-graders.

The results showed that all school specialists noted that in their arsenal there are means of visualization for parents about the importance and relevance of preventing dysgraphia and dyslexia among first-graders. The problem is that the parents themselves do not want to pay due attention to the need to correct speech disorders; 50% of school specialists noted that they have a card file of games and exercises for parents; all participants also noted that they have planned activities to interact with parents on the prevention of dyslexia and dysgraphia; specialists do



not have diagnostic results of speech and nonverbal functions that promote the development of writing and reading for first graders, which they could present to parents; there is also no diagnostic material that parents could use.

The last question was whether the school specialists are ready for effective cooperation with additional education institutions. All 100% of participants responded positively. Also, all the participants noted that the school needs to cooperate with speech therapists from additional education institutions.

In conversation, school specialists clarified the following. They need support of speech therapists. The organization of work with children with speech disorders and children with normal speech development requires additional assistance from a speech therapist in organizing lessons, work and leisure activities, which are organized by a primary school teacher. The lack of proper knowledge about the development of speech and nonverbal mental functions of first-graders with ONR among teachers prevents them from effectively organizing the training and education of such students in school.

Thus, the study allowed us to draw the following conclusions. Many parents participating in the study are not aware of the importance and necessity of organizing interaction with school specialists on the prevention of dysgraphia and dyslexia. Most parents also do not care about the lack of a speech therapist at school. Most of the parents do not consider that they should take the child to a speech therapist, as the correction of speech will be carried out by the forces of teachers and school specialists. Many parents believe that speech disorders will pass on their own with age. The existing speech disorders, in the opinion of such moms and dads, will not prevent the child from mastering the letter and reading, and the child will "outgrow" the existing speech disorders. School specialists, in general, realize the importance of involving parents in the prevention of dysgraphia and dyslexia of students with ONR, but their activities for parents are not focused on this topic. In addition, experts believe that the majority of parents themselves contribute to a decrease in the quality of interaction with specialists due to lack of time and the desire to carry out such interaction. Teachers believe that the school requires a speech therapist. Thus, we can conclude that the surveys and

questionnaires conducted showed that there is a need to involve additional education specialists in the system of preventing violations of reading and writing in first-graders. In addition, specialists could establish effective interaction between school teachers and parents, which is also necessary in the system of comprehensive assistance to students with speech disorders.

As empirical research has shown, children with speech disorders need support, love and attention not only of their parents, but also of specialists under whose care they are trained and brought up. It is important for them not only to be under the constant control of the teacher, but also they need speech therapy assistance. In addition, it is important to consolidate the knowledge and skills acquired in the classroom when you are in the classroom with teachers and at home with parents.

The purpose of the project: the interaction of schools and institutions of additional education in the system of prevention of violations of reading and writing in first graders.

Project direction: improving the efficiency of educational services.

Project implementation period: 1 year.

The base of the project: the municipal budgetary educational institution "School № 168 named after I. Labuzy"

Participants: specialists of school No. 168, Nizhny Novgorod. Employees of the private speech therapy cabinet "Govorun", parents of first-graders.

Project tasks:

Task 1. Creating an effective collaboration between the specialists of the speech therapy cabinet "Govorun" and the specialists of school №168.

Performance criteria for the task: speech therapists and primary school teachers have information about the socio-psychological and pedagogical features of children with ONR; organization of speech therapy classes with first-graders who have speech disorders has been established; the integrated work on the interaction of primary school teachers and the specialists of the Govorun office on the prevention of violations of reading and writing among first-graders has been established; creating a positive microclimate in a team of colleagues.

The implementation of the first task is shown in Table 1.

Table 1 Implementation Of The First Task

Event	Implementation period	Target group	Performers
Thematic meetings of specialists on the following topics: "The role of interaction between schools and institutions of additional education in working with first-graders with ONR", "Interaction of the school team and speech therapists in the Govorun office in the system of prevention of dysgraphia and dyslexia of first-graders.	1st month	Parents, school specialists	Specialists of the Govorun office
Round tables on the theme "We are so different"; "Teachers through the eyes of children and parents."	1st month 5th month	School specialists	School management, psychologists



			Specialists of the Govorun office
Organize the work of the lecture hall for specialists with the following questions: –strengthening the health of children with ONR (together with medical and psychological services). –creating a unified educational space for the development and upbringing of a child with ONR with the involvement of parents; –joint work of a teacher and a speech therapist in the system of preventing violations of reading and writing in first-graders, –improving the competence of experts in matters of pedagogical culture.	The whole period of the project	School specialists	Specialists of the Govorun office Primary school teachers, medical staff, psychologist
Training "Prevention of emotional burnout of school specialists"	2nd month	School specialists	Psychologist
Seminar "Innovative forms of work with children with ONR for the prevention of dysgraphia and dyslexia"	2nd month	School specialists	Specialists of the Govorun office
Lecture "Cooperation with a single goal"	3rd month	School specialists	Headmaster, teachers, experts of the Govorun office
Conversation with a psychologist "Reducing conflicts in the team"	4th month	School specialists	Psychologist

Task 2. Creating an effective educational environment for school specialists and the speech therapy cabinet “Govorun” with first-graders through a personal and differentiated approach in the system of preventing dysgraphia and dyslexia.

Performance criteria for the task: organization of personal differentiated approach of all specialists in working with students with ONR; reducing prerequisites for the appearance of dysgraphic and dyslexic in first-graders increasing students' motivation for speech therapy, correctional activities; the mastery of all participants in educational

process skills that contribute to positive development of the relationship between professionals and children with speech disorders; joint work of the speech therapist and the team leader of the Spooners Nizhny Novgorod Lozhkari on the organization of logorhythmic classes was organized periodically informing parents about the effectiveness of the interaction between school and additional education institutions. The implementation of this direction is reflected in table 2.

Table 2 Implementation Of The Second Task

Event	Implementation period	Target group	Performers
Individual and group work with students with speech disorders	All period	First graders	School specialists, speech therapists of the Govorun school
Organization of joint events for speech therapists and teachers	The whole period of the project	Children	Speech therapist, primary school teacher
Organization of events on logorhythmics	The whole period of the project	Children	The head of the team "Nizhny Novgorod Lozhkari", speech therapists of the school "Govorun"

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Development of multi-level tasks for effective work with children, taking into account a differentiated approach	The whole period of the project	Children	Speech therapist, primary school teacher
Meeting with parents who have children with speech disorders	1st month 4th month 8 month 12 month	Parents	Teachers of the Govorun office, school specialists
Seminar for specialists "Prevention of dysgraphia and dyslexia: working together"	2nd month	School specialists	Teachers of the Cabinet "Govorun"
Individual speech therapy classes with children	The whole period of implementation	Children	Teachers of the Cabinet "Govorun"
Creating a library for teachers and parents "Problems of a family raising children with speech disorders"	The whole period of implementation	Parents, teachers	Teachers of the Cabinet "Govorun"
Presentation by school management on the assessment of the implementation of a joint project. Developing ways to improve the work of school specialists and the Govorun office	6th month	SPE specialists	Director, Deputy Directors

Task 3. Organization of effective interaction of specialists with the family in the system of prevention of dysgraphia and dyslexia in first-graders.

Criteria of performance of the task: the effective collaboration of school specialists, speech therapy room "Govorun" with the family of students with speech disorders; specialists are aware of the positive impact of teamwork with

colleagues and family in the system of prevention of dysgraphia and dyslexia; increase the success of training and education of students with speech disorders in the system of mastering literacy (reading and writing); parents receive ongoing counseling to strengthen students' speech. The implementation of this task is reflected in table 3.

Table 3 Realization Of The Third Task

Event	Implementation period	Target group	Performers
Round table with specialists of the school and the Govorun office "Inclusion of specialists and parents in the" field "of speech therapy and pedagogical assistance to children with speech disorders in the system of preventing dysgraphia and dyslexia"	3rd month 6th month	School specialists	Specialists of the Govorun office
Seminar "The effectiveness of cooperation of schools and institutions of additional education"	7th month 12th month	School specialists, parents	Specialists of the Govorun office, school specialists
Individual meetings of a speech therapist with parents Meeting on the topic "Prevention of dysgraphia and dyslexia in a family environment"	The whole period of the complex of events) 2nd month 7th month 10th month	Parents, speech therapist	Speech therapists, school teachers

Speech by a psychologist "The relationship of speech and non-speech functions in the system of children's writing skills: the work of teachers and parents"	With teachers: 1st, 8th month With parents: 1st, 7th month	Parents, teachers	Psychologist
Speech of the music director "The role of logorhythmics in the system of prevention of dysgraphia and dyslexia"	4th month	Parents, teachers	Music teacher and singing
Creative evening "Our creativity is for you": a concert of children and specialists of the school and the Govorun office for children and parents	6th month 12th month	Parents and children, school specialists	School staff and cabinet "Govorun"

Expected results of the project: the correction of existing speech disorders in children of primary school age will be carried out; prevention of violations of reading and writing of first-graders will be carried out; the knowledge of school teachers and parents on organizing the prevention of violations of reading and writing in first graders will increase; effective interaction between schools and institutions of additional education will be established; There will be a constant exchange of experience of various professionals working with children with speech disorders.

V. CONCLUSION

In the process of work, we achieved our goal - we developed a social project for organizing interaction between school and additional education institutions. In our study, for the first time, we studied the interaction of schools and institutions of additional education on prevention of dysgraphia and dyslexia among first-graders in conjunction with the following conditions: the creation of an effective long-term teamwork of specialists from an additional education institution with school specialists (teachers, psychologist, singing teacher, school management); differentiated (individual and group) informing professionals and parents about the problem of preventing violations of reading and writing first-graders; integrated organization of speech therapy for first-graders from school teachers and specialists from additional education institutions; increase the skills of all professionals working with children with speech disorders. Thanks to the conducted research, not only the correction of children's speech and the prevention of reading and writing disorders can be carried out, but also the interaction of various specialists who, through the exchange of experience, will be able to identify the most effective tools to help children develop speech, will be continued.

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