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PROBLEMS OF ORGANIZING SPEECH THERAPY SUPPORT IN INCLUSIVE EDUCATION SETTINGS

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Abstract: This article examines the challenges of organizing speech therapy support in inclusive education settings and explores possible solutions. The study highlights the pedagogical, psychological, and social aspects of providing speech therapy services to children with speech disorders. It also discusses the role of speech therapists within the inclusive education system, the importance of individualized approaches, and the effectiveness of modern corrective methods. Furthermore, the article presents recommendations aimed at improving the quality of speech therapy services and enhancing the educational and social inclusion of children with speech impairments.

Keywords: inclusive education, speech therapy support, speech disorders, corrective intervention, communicative development, individualized approach, special pedagogy.

Introduction

In the era of globalization, the development of inclusive education has become one of the most significant priorities in contemporary educational systems worldwide. In particular, integrating children with speech impairments into mainstream education, ensuring equal educational opportunities, and supporting their successful social inclusion are among the primary objectives of modern education. From this perspective, the effective organization of speech therapy support in inclusive educational settings has emerged as an urgent scientific and practical issue.

In Uzbekistan, extensive reforms have been implemented to support children with special educational needs. The Law of the Republic of Uzbekistan “On Education” and the Law “On the Rights of Persons with Disabilities” guarantee every child's right to quality education. In addition, presidential decrees and resolutions aimed at developing inclusive education emphasize the improvement of psychological, pedagogical, and speech therapy services for children with special needs as a key priority.

The Concept for the Development of Inclusive Education in the Public Education System for 2020–2025 has played a crucial role in creating inclusive environments, preparing qualified specialists, and improving the quality of corrective and pedagogical support. These policy documents recognize speech therapy assistance not merely as a means of correcting speech disorders but also as a significant factor contributing to children's personal development, communicative activity, and social adaptation.

Scientific studies likewise emphasize the importance of speech therapy support in inclusive education. Lev Vygotsky highlighted the decisive role of social interaction and communication in child development, while Alexander Luria extensively investigated the neuropsychological

mechanisms underlying speech activity. Contemporary speech therapy approaches focus on children's individual capabilities, psychological characteristics, and social environments as key factors in intervention planning. Nevertheless, practical challenges remain, including shortages of speech therapy specialists, limited methodological resources, insufficient cooperation with parents, and difficulties in designing individualized correctional programs. These challenges necessitate the enhancement of speech therapy services, the implementation of innovative technologies, and the continuous development of professional competencies among specialists.

This article analyzes the challenges associated with organizing speech therapy support in inclusive educational environments, identifies the factors contributing to these challenges, and explores effective theoretical and practical solutions.

Literature Review and Methodology

The issue of organizing speech therapy support in inclusive education has been widely studied by both international and national scholars. Analysis of scientific literature indicates that comprehensive pedagogical and corrective approaches play a vital role in facilitating the social adaptation of children with speech disorders. Lev Vygotsky's sociocultural theory emphasizes that speech and thinking develop through social interaction. This theoretical perspective serves as one of the scientific foundations of inclusive education.

Alexander Luria explored the neuropsychological foundations of speech activity and demonstrated the importance of individualized approaches in the correction of speech disorders. Similarly, Raisa Levina developed effective methods for identifying and correcting speech impairments in children. Contemporary research highlights the effectiveness of communicative approaches, play-based technologies, and interactive methods in organizing speech therapy support within inclusive environments.

National researchers have also conducted numerous studies on improving speech therapy services in inclusive education. Their findings emphasize the importance of individualized instruction, strengthened cooperation with parents, and the application of modern pedagogical technologies. Research results indicate that successful correction of speech disorders requires collaborative efforts involving speech therapists, teachers, psychologists, and parents.

The study was conducted using scientific, systematic, and objective methodological approaches. The following research methods were applied:

- Analysis of scientific and pedagogical literature;
- Comparative and analytical approaches;
- Pedagogical observation;
- Generalization of speech therapy diagnostic results;
- Examination of existing practices in inclusive education;
- Statistical and descriptive analysis methods.

Pedagogical observations were used to examine speech therapy services provided to children with speech disorders in inclusive educational institutions. Particular attention was paid to children's speech development levels, communicative activity, and adaptation to corrective interventions. The principle of individualized instruction served as a key methodological foundation, recognizing that each child possesses unique developmental characteristics, psychological needs, and social circumstances.

Based on these methodological approaches, existing challenges in organizing speech therapy support in inclusive education were analyzed, and practical recommendations for improving service quality were developed.

Discussion

The findings indicate that the effective organization of speech therapy support remains one of the most pressing challenges in inclusive education. The successful adaptation of children with speech disorders to mainstream educational environments depends largely on the quality of speech therapy services and the appropriate organization of corrective interventions. Consequently, speech therapy support should be viewed not only as a means of correcting speech difficulties but also as a crucial factor promoting children's communicative, psychological, and social development.

The analysis revealed that some educational institutions continue to experience shortages of qualified speech therapists, limited methodological resources, and insufficient use of modern corrective technologies. These shortcomings may negatively affect the development of children with speech disorders. In particular, delays in providing timely speech therapy support during early childhood may result in subsequent difficulties in reading, writing, and communication.

Another important issue identified during the study concerns cooperation with parents. Practical experience demonstrates that correctional interventions are significantly more effective when regular collaboration exists between speech therapists and families. Since children spend substantial time within the family environment, their speech development should be supported both at educational institutions and at home. Therefore, increasing parents' awareness and knowledge of speech therapy practices is of considerable importance.

The study further revealed that the use of modern pedagogical technologies, interactive methods, and play-based activities effectively enhances children's speech activity. Individualized corrective sessions, in particular, positively influence the development of communication skills and confidence in verbal interaction.

In my view, improving speech therapy support in inclusive educational institutions requires not only enhancing the professional competence of specialists but also strengthening collaboration among speech therapists, teachers, psychologists, and parents. Only a comprehensive and multidisciplinary approach can ensure meaningful progress in children's speech and social development. Overall, the findings highlight the necessity of implementing scientifically grounded and innovative approaches to organizing speech therapy support within inclusive education systems.

Conclusion

The organization of speech therapy support in inclusive education settings represents one of the most important priorities of modern educational systems. The findings demonstrate that timely and high-quality speech therapy services positively influence children's communicative activity, psychological development, and social adaptation. Moreover, the effective implementation of corrective interventions within inclusive environments contributes to greater participation and success in educational activities.

The study identified several existing challenges, including shortages of qualified speech therapists, insufficient methodological resources, and limited cooperation with parents. These issues underscore the need for further improvement of speech therapy services in inclusive educational institutions.

In conclusion, organizing speech therapy support through scientifically grounded and comprehensive approaches within inclusive education systems serves as a crucial factor in ensuring the full development and successful social integration of children with speech disorders.

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