



IMPROVEMENT OF THE METHODOLOGY OF TRAINING FUTURE SPEECH THERAPISTS FOR ORGANIZATION AND PLANNING OF INDIVIDUAL SPEECH THERAPY TRAINING ON THE BASIS OF MODERN PEDAGOGICAL TECHNOLOGIES

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Abstract

This in the article future speech therapist's alone speech therapist training organization to grow and to plan preparation methodology modern pedagogical technologies based on improvement issues illuminated. In the study individual speech therapist training design and organization in the process of modern pedagogical from technologies of use scientific and methodological basics analysis was done.

Keywords: Future speech therapist, speech therapist education, individual speech therapist training, training planning, modern pedagogical technologies, professional competence, methodology preparation, individual approach, inclusive education, reflexive education, project method, case method, numerical education technologies.

Introduction

Annotatsiya

Ushbu maqolada bo'lajak logopedlarni yakka logopedik mashg'ulotlarni tashkil etish va rejalashtirishga tayyorlash metodikasini zamonaviy pedagogik texnologiyalar asosida takomillashtirish masalalari yoritilgan. Tadqiqotda individual logopedik mashg'ulotlarni loyihalash va tashkil etishda zamonaviy pedagogik texnologiyalardan foydalanishning ilmiy-metodik asoslari tahlil qilindi.

Kalit so'zlar: bo'lajak logoped, logopedik ta'lim, yakka logopedik mashg'ulot, mashg'ulotni rejalashtirish, zamonaviy pedagogik texnologiyalar, kasbiy

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kompetensiya, metodik tayyorgarlik, individual yondashuv, inklyuziv ta'lim, refleksiv ta'lim, loyiha metodi, keys-metod, raqamli ta'lim texnologiyalari.

Аннотация

В данной статье рассматриваются вопросы совершенствования методологии подготовки будущих логопедов к организации и планированию индивидуальных логопедических занятий на основе современных педагогических технологий. В исследовании проанализированы научно-методологические основы использования современных педагогических технологий при разработке и организации индивидуальных логопедических занятий.

Ключевые слова: будущий логопед, логопедическое образование, индивидуальное логопедическое занятие, планирование занятий, современные педагогические технологии, профессиональная компетентность, методическая подготовка, индивидуальный подход, инклюзивное образование, рефлексивное образование, проектный метод, кейсовый метод, цифровые образовательные технологии.

Introduction

The reforms being implemented in our country to modernize the education system, support children with special educational needs, and develop inclusive education are also imposing new tasks on the field of special pedagogy and speech therapy. Today, providing high-quality correctional and pedagogical assistance to children with speech disorders, ensuring their social adaptation and full participation in the educational process largely depends on the professional competence of speech therapists. Therefore, training future speech therapists in higher educational institutions based on modern requirements, integrating their theoretical knowledge with practical skills, and implementing innovative approaches to the educational process is an urgent scientific and practical issue. In speech therapy practice, individual speech therapy sessions are one of the most important forms of correctional work, which are organized taking into account the level of speech development, psychophysiological characteristics,

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and individual needs of each child. The effectiveness of these sessions directly depends on the speech therapist's ability to correctly diagnose the child's speech condition, clearly define correctional goals, plan the content of the session on a scientific basis, and select appropriate methods and tools. Therefore, the formation of competencies in the design, organization, and analysis of individual sessions in future speech therapists is considered one of the priority tasks of higher education.

Although much attention is currently paid to the acquisition of theoretical knowledge in the process of training speech therapists in higher educational institutions, the methodological support for students in planning individual speech therapy sessions, developing correctional programs based on diagnostic data, assessing the effectiveness of the session, and developing reflective analysis skills has not been sufficiently improved. This creates certain difficulties for graduates in adapting to practical activities, making independent professional decisions, and working effectively in inclusive education.

Modern pedagogical technologies are an important tool for increasing the activity of students, developing independent thinking, modeling professional situations and forming practical competencies. In particular, the integration of problem-based learning, project methods, case studies, collaborative learning, reflexive approaches, simulation exercises and digital educational technologies into the training system for speech therapists will bring the professional training of future specialists to a new level. These technologies expand the opportunities for students to combine theoretical knowledge with practical activities, analyze real speech therapy situations and plan individual correctional training on a scientific basis.

In this regard, improving the methodology for preparing future speech therapists for organizing and planning individual speech therapy sessions on the basis of modern pedagogical technologies is scientifically and practically relevant. The main goal of this study is to develop a methodological model that serves to develop the professional competencies of future speech therapists in the design, planning and organization of individual speech therapy sessions, and to scientifically substantiate its effectiveness through pedagogical experimental and test work. The results of the study are expected to make a practical

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contribution to improving the quality of speech therapist training, effectively integrating modern educational technologies into the educational process, and training highly qualified speech therapists working in inclusive education.

Research Methodology (Methods).

Research supreme education " Speech therapy " education in institutions in the direction of education taking students in the presence of take Research in the process systematic approach, competency approach, activity directed education and reflexive pedagogy from the principles methodological basis as used.

Scientific in search pedagogical observation, questionnaire , interview, expert assessment, pedagogical experimental, diagnostic assignments, individual speech therapist training developments analysis to do and statistic again work methods was applied.

Improved methodology following mutual related from components organization was :

- motivational component — professional motivation and pedagogical responsibility development ;
- substantive component — individual speech therapy training planning algorithms mastery ;
- technological component — problematic education , case - method , project technology , reflective analysis , digital education tools and simulation from training use ;
- diagnostic component — students professional competencies criteria based on assessment.

Solo speech therapist training planning process diagnostics the results analysis to do, individual correction goals designation, training structure and methods selection, monitoring results stages based on organization was made. Everyone in stages modern pedagogical technologies application through students independent decision acceptance to do, creative thinking and reflective analysis skills to develop separately attention focused.

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Results

Experiment-test works results improved methodology future speech therapists professional readiness noticeable at the level development The study showed in the end students individual speech therapist training scientific basically planning, correction goals determination , training content diagnostic to the results adaptation and modern pedagogical technologies practical to activity integration to do according to high to the results they achieved .

Training developments expert analysis students methodical literacy , pedagogy design competence , individual approach done increase and speech therapist technologies choice in skills positive changes observed confirmed .

Also , reflective assignments regular application as a result in students own activity assessment , shortcomings determination and next training improvement according to stable reflexive competencies formed . Digital education from the means use and training design process efficiency increasing, students creativity activated .

Discussion

Received results future speech therapists in preparation modern pedagogical technologies systematic application professional competencies development important factor that showed . Individual speech therapist training organization to reach directed methodical preparation not only theoretical knowledge , but diagnostic analysis , pedagogical design , reflection and creative activity also cover to receive necessity determined .

Offer done methodology traditional teaching from the approaches different accordingly student's active subject as participation provides , practical situations modeling through professional to activity close conditions creates and individual correction work planning according to realistic experience harvest It is especially problematic education , project technology , case method and reflective analysis complex application methodology efficiency increasing main factors as manifestation it has been .

From this except for the methodology inclusive education principles integration to be done various speech to the defects has children with individual of work flexible models formation opportunity gave . This and future speech therapists

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modern education in the environment professional activity to conduct readiness further strengthens .

Conclusion

Research results future speech therapists alone speech therapist training organization to grow and to plan preparation methodology modern pedagogical technologies based on improvement professional preparation quality increase effective tool that confirmed .

Improved methodology in students individual correction activity planning , diagnostic information analysis to do , innovative pedagogical technologies choice , reflective thinking and professional decision acceptance to do competencies complex develop opportunity gives . This methodology speech therapists preparation to the system current to grow supreme education quality increase , inclusive education to the needs suitable competitive experts preparation and speech therapist service efficiency to raise service does .

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