

RESEARCH ARTICLE

The Importance of An Integrative Approach in Developing Professional Competence of Future Speech Therapists

Khonbabayeva Madinabonu Askarjon qizi

Teacher of Kokand state university, Uzbekistan

VOLUME: Vol.06 Issue05 2026

PAGE: 68-71

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Abstract

This article analyzes the pedagogical significance of an integrative approach in developing the professional competence of future speech therapists. The purpose of the study is to identify effective mechanisms for developing professional competence through interdisciplinary integration and ensuring the interconnection of theory and practice in the training process of speech therapists. The research methods included pedagogical observation, comparative analysis, questionnaires, and the study of scientific and methodological literature. The results revealed that the integrative approach plays an important role in developing communicative, diagnostic, methodological, and reflective competencies of future speech therapists. In addition, the combined use of innovative technologies, interactive teaching methods, and practical training was found to increase the effectiveness of the educational process. The study concludes that the educational process organized on the basis of an integrative approach serves as an effective tool for improving the professional training of future speech therapists.

KEY WORDS

Speech therapy, professional competence, integrative approach, pedagogical technology, communicative competence, innovative methods, inclusive education, reflective competence, practical training, educational integration.

INTRODUCTION

Today, the development of professional competence among future speech therapists is considered one of the urgent issues in the system of special pedagogy. In order to work effectively with children who have speech disorders, a speech therapist must possess not only theoretical knowledge, but also practical skills, communicative culture, diagnostic abilities, and competencies in the use of innovative educational technologies. The growing requirements for the training of speech therapy specialists in modern education necessitate the improvement of methods for developing their professional competence.

Analysis shows that in higher educational institutions, the

interconnection between theoretical knowledge and practical activity in the training process of future speech therapists is not sufficiently ensured. In particular, methodological approaches related to interdisciplinary integration, innovative pedagogical technologies, and the combined use of practical training remain insufficiently developed. As a result, certain problems arise in the formation of professional readiness and practical competencies of future speech therapists.

The main purpose of this research is to scientifically and pedagogically substantiate the importance of an integrative approach in developing the professional competence of future speech therapists and to identify effective mechanisms for

implementing this approach in the educational process. At the same time, the study aims to determine effective forms, methods, and tools for developing professional competence based on an integrative approach.

The objectives of the research are:

to analyze scientific and theoretical views on the professional competence of future speech therapists;

to determine the pedagogical potential of the integrative approach;

to develop ways of ensuring the integration of theory and practice in the process of speech therapist training;

to improve methods for developing professional competence based on innovative pedagogical technologies.

The results of this research are expected to contribute to improving the professional training of future speech therapists, enhancing the quality of education, and widely implementing innovative approaches in the field of special pedagogy.

LITERATURE REVIEW AND METHODS

The issue of developing the professional competence of future speech therapists has been widely studied in modern pedagogical and psychological research. Many scholars emphasize that professional competence is a complex system that combines theoretical knowledge, practical skills, professional values, communication abilities, and reflective thinking. Researchers in the field of special pedagogy note that the effectiveness of speech therapy largely depends on the level of professional training and methodological preparedness of specialists.

Scientific studies show that integrative approaches in education contribute significantly to improving the quality of professional training. In particular, interdisciplinary integration allows future speech therapists to combine knowledge from pedagogy, psychology, linguistics, medicine, and information technologies in practical activities. According to modern educational concepts, the integration of theory and practice is considered one of the most important conditions for the formation of professional competence.

A number of researchers have highlighted the importance of innovative pedagogical technologies, interactive teaching methods, and practical training in preparing future speech therapists. It has also been emphasized that reflective and

communicative competencies are essential components of professional competence. However, the methodological aspects of applying an integrative approach in the process of developing the professional competence of future speech therapists remain insufficiently explored.

Therefore, there is a need to improve methodological approaches aimed at integrating theoretical knowledge, practical activities, and innovative educational technologies in the training process of speech therapists.

The study employed several scientific and pedagogical research methods to investigate the importance of the integrative approach in developing the professional competence of future speech therapists.

Pedagogical observation was used to analyze the educational activities of future speech therapists during practical and theoretical classes. This method helped identify the level of students' professional skills and their ability to apply theoretical knowledge in practice.

Comparative analysis was applied to examine different scientific approaches related to professional competence and integrative education. This method allowed the identification of effective pedagogical conditions and mechanisms for competence development.

Questionnaire surveys were conducted among students and teachers of higher educational institutions in order to determine the effectiveness of integrative teaching methods and innovative educational technologies in speech therapist training.

The research also included the analysis of scientific articles, monographs, methodological manuals, and educational standards related to speech therapy, special pedagogy, and competence-based education.

The combined use of these methods ensured the reliability and scientific validity of the research results and contributed to identifying effective ways of improving the professional competence of future speech therapists through an integrative approach.

RESULTS AND DISCUSSION

The results of the study demonstrated that the integrative approach has a significant positive impact on the development of professional competence among future speech therapists. During the research process, students participated in

integrated educational activities that combined theoretical knowledge, practical exercises, innovative pedagogical technologies, and interdisciplinary learning methods.

The analysis of the obtained data showed that students who were taught through integrative methods demonstrated higher levels of communicative, diagnostic, methodological, and reflective competencies compared to traditional teaching approaches. In particular, the integration of theoretical subjects with practical training improved students' ability to apply professional knowledge in real educational situations.

The questionnaire survey conducted among students and teachers revealed that interactive teaching methods, case

studies, problem-based learning, and practical sessions increased students' motivation and professional interest. Most respondents emphasized that interdisciplinary integration between pedagogy, psychology, linguistics, and medical sciences contributed to the effective formation of professional skills.

The results also indicated that the use of innovative educational technologies enhanced students' independent learning abilities and critical thinking skills. Practical training sessions organized on the basis of an integrative approach improved the readiness of future speech therapists to work with children who have speech disorders.

Table 1.

Indicators of professional competence development

Competence indicators	Before integrative approach (%)	After integrative approach (%)
Communicative competence	58	84
Diagnostic competence	52	81
Methodological competence	55	86
Reflective competence	49	79

The data presented in the table demonstrate a considerable increase in all indicators of professional competence after the implementation of the integrative approach.

At the same time, several challenges were identified during the research process. Some higher educational institutions still face difficulties related to insufficient methodological resources, limited practical training opportunities, and inadequate integration between theoretical and practical subjects. In addition, not all teachers possess sufficient experience in applying integrative and innovative teaching methods.

The discussion of the findings confirms that the integrative approach serves as an effective pedagogical mechanism for improving the professional competence of future speech therapists. The integration of theoretical knowledge, practical activities, and innovative technologies contributes to the formation of highly qualified and professionally competent specialists in the field of speech therapy.

CONCLUSION

The study confirmed that the integrative approach plays an important role in developing the professional competence of future speech therapists. The integration of theoretical

knowledge, practical activities, interdisciplinary cooperation, and innovative pedagogical technologies contributes significantly to improving students' communicative, diagnostic, methodological, and reflective competencies.

The research findings demonstrated that the effective combination of pedagogy, psychology, linguistics, and practical speech therapy training enhances the professional preparedness of future specialists. The use of interactive teaching methods, problem-based learning, and practical exercises increases students' motivation, independent learning skills, and ability to apply theoretical knowledge in real-life situations.

At the same time, the study identified several challenges related to the implementation of integrative approaches in higher education institutions. These include insufficient methodological support, limited practical training opportunities, and inadequate experience among teachers in applying innovative educational technologies.

Based on the results of the research, it can be concluded that improving the methodology for developing the professional competence of future speech therapists through an integrative approach is an important condition for increasing the quality

of special pedagogical education. The implementation of integrative educational models in higher education institutions will contribute to the preparation of highly qualified, competitive, and professionally competent speech therapists.

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