



Improving the System of Speech Assistance in Inclusive Classes

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Abstract: This article highlights the current issues of the system of providing speech therapy services in inclusive education, analyzes existing problems and puts forward proposals and recommendations aimed at solving them. Also, using the example of advanced foreign experience, methods of integrating speech therapy service mechanisms into the national education system are considered.

Keywords: Inclusive education, speech therapy, problem, issue, proposal, recommendation, foreign experience.

INTRODUCTION: Today, the introduction and development of an inclusive approach in the education system is one of the pressing issues. Inclusive education is an approach that allows all children, including students with varying degrees of developmental disabilities, to receive quality and equal education in general education institutions. In this process, the timely and effective organization of speech therapy is especially important for the socialization and successful adaptation of children with speech development problems to educational activities.

Statistical data show that problems with speech disorders among children studying in general education schools are increasing every year. Especially in inclusive classes, the need to establish a speech therapy service tailored to the individual needs of students is acute. This requires a fundamental revision of the speech therapy system, analysis and improvement of existing approaches.

Scientific research on inclusive education and the system of speech therapy has been developing rapidly in recent years. Research in this area is primarily aimed at studying the adaptation of children with speech therapy problems in educational institutions,

introducing an individual approach to them, and improving the skills of teachers and speech therapists.

The well-known Russian scientist L.S. Vygotsky substantiated the mechanisms of working with children lagging behind in development through the concept of the zone of proximal development of the learner. On this basis, the pedagogical and psychological foundations of speech therapy were formed (Vygotsky, 1983).

Important theoretical views on the organization and development of the speech therapy system were deeply studied by such specialists as R.E. Levina, M.N. Shakhovskaya, T.B. Filicheva. In particular, R.E. Levina paid special attention to the methodology of speech therapy diagnosis and development of correctional programs. T.B. Filicheva, on the other hand, proposed a systematic approach to identifying and preventing various forms of speech disorders.

Among Uzbek researchers, the scientific works of M.E. Rajabova, N.T. Sharipova, Z.M. Jurayeva are also of current importance, as they highlight the national characteristics, practical problems and solutions of providing speech therapy in inclusive education. In particular, M.E. Rajabova has developed a number of methodological recommendations on methodological improvement of speech therapy services and ensuring the integration of children with speech disorders in the classroom.

The literature that serves as the basis for this article includes methods of speech therapy diagnostics (Pevzner, 1985), modern technologies of speech therapy (Nikolskaya, 2001), as well as international documents published by UNESCO and WHO - normative frameworks ensuring equal access to education for children with disabilities.

At the same time, the analysis of the above literature serves as the main methodological source in clearly defining the goals and objectives of the research conducted in the article, substantiating the scientific hypothesis, and choosing research methods. Based on this literature, a scientific and systematic approach to improving speech therapy has been developed, which serves to increase the practical significance of the article.

One of the important scientific and practical tasks is to create the necessary pedagogical conditions for ensuring the effectiveness of speech therapy in the inclusive education system. These conditions directly affect not only the quality of speech therapy classes, but also the psychological state and social adaptation of students with speech development disorders.

The following basic pedagogical conditions play a decisive role in improving the speech therapy system:

1. Creation of an inclusive environment. For speech therapy to be effective, students must feel safe, accepted, and understood. To do this, the socio-psychological environment in the classroom must be healthy; discrimination and segregation must not be allowed; the principles of equality and inclusion must be strictly observed.
2. Adapted curriculum and methods. For students with speech therapy problems, simplified or modified curricula should be used based on an individual approach; special classes that develop speech should be integrated into the educational process.
3. Participation of a qualified specialist (speech therapist). Speech therapists working in inclusive classes must have sufficient theoretical and practical training. They, in collaboration with the pedagogical team, must be able to assess the level of speech development of each student and determine the appropriate therapy path.
4. Teacher training and continuous professional development. Class leaders and subject teachers working in inclusive education must have sufficient knowledge of speech therapy problems; regularly attend special courses on speech therapy methods; develop the skills of working in constant collaboration with a speech therapist.
5. Involve parents in the speech therapy process in effective cooperation with parents; inform them about the child's speech problem and therapy methods; assist in performing speech therapy tasks at home - this accelerates speech therapy development.
6. Technical and material base. The necessary tools for speech therapy work should be available: audio-visual equipment, visual materials, interactive speech therapy programs, rooms with special literature; specially equipped speech therapy rooms should be available.
7. Monitoring and evaluation system. Continuous monitoring of each student's speech development; identifying achievements and problems; and adapting the correctional approach based on the assessment results serve to improve the system.

In conclusion, it can be said that in the absence of the above pedagogical conditions, speech therapy remains an initiative only on paper. Their systematic provision creates equal educational opportunities for every child in inclusive classes and serves their social integration.

Methods for improving the system of speech therapy in inclusive classes

Method	Content (description)	Purpose of use
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Individualized approach	Individual approach to each student's speech problem	Choosing corrective exercises that suit your personal development level and needs
Correctional-educational (correctional) method	Special exercises, techniques and methods to overcome speech disorders	Correct pronunciation of speech sounds, increasing vocabulary
Game method	Speech activation through speech therapy games and role-playing games	Increasing motivation and engagement in young students
Visual (demonstrative) method	Developing understanding and pronunciation through images, picture cards, and objects	Reinforcing verbal understanding through visuals
Multimedia method	Use of interactive technologies, speech therapy programs, video and audio materials	Joint activation of hearing, vision, and speech reflexes
Art therapy	To increase speech activity through drawing, composing fairy tales, and telling stories	Encouraging speech activity through a creative approach
Communication-based method	Develop communication skills through questions and answers, conversations, and storytelling	Strengthening social adaptation and expression opportunities
Diagnostic method	Identifying speech problems using speech	Determining the initial diagnosis to plan corrective exercises

	therapy tests, observation, and interviews	
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For the effective organization and improvement of the speech therapy system, it is important to use various tools in the educational process in a comprehensive manner. These tools serve to actively participate in the speech development of students, correct speech defects, and fully involve them in educational activities.

Firstly, as pedagogical tools, exercises that develop oral and written speech, story-telling, storytelling, question-and-answer, and poetic materials are used. These tools expand students' vocabulary, teach them to use grammatical structures correctly, and form communication skills.

Secondly, visual and visual tools play a very important role in speech therapy classes. In particular, flashcards, object images, pictograms, and exhibitions of letters and sounds help children concentrate, remember, and pronounce correctly. With these tools, the child sees the concept and remembers it through an image, which strengthens speech activity.

Thirdly, modern information and communication technologies increase the effectiveness of speech therapy. Computer speech therapy programs, audio-visual materials, interactive applications (for example, programs such as "Logomir", "RechTrainer") allow children to organize independent classes. Also, the possibility of learning through games using mobile devices makes the speech therapy process interesting and motivating.

Fourth, material and technical means - special equipment for speech therapy rooms, sound recording devices, tape recorders, microphones, interactive whiteboards and multimedia projectors - increase the quality of lessons and create the necessary conditions for group and individual work.

Fifth, tools for the mechanical development of speech, namely articulation simulators, special devices for language exercises, auxiliary tools designed to activate the muscles of the oral cavity, serve to improve speech therapy exercises.

Also, methodological guides, workbooks, task books and speech therapy diaries designed for performing

speech therapy tasks at home are also important tools.

CONCLUSION

In conclusion, improving the speech therapy system in inclusive classes requires the integrated use of modern technological, methodological and visual tools. As a result of the correct selection and systematic use of these tools, the quality of speech therapy increases and positive results are observed in the speech development of students.

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