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THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF PREPARING FUTURE SPEECH THERAPISTS FOR INCLUSIVE ACTIVITY

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Abstract

The article analyses the theoretical and methodological foundations of preparing future speech therapists for inclusive activity. The methodological structure of the problem is disclosed at the philosophical, general scientific, concrete scientific and technological levels. The functions of the systemic, activity-based, competence-based, axiological, personality-oriented and interdisciplinary approaches in this process are substantiated, and a system of leading training principles is developed. The content of the concepts “inclusive activity of a speech therapist” and “inclusive competence” is clarified and their interrelation is defined. In conclusion, ways of implementing these theoretical and methodological foundations in higher education practice are proposed.

Keywords: Methodology, theoretical foundation, inclusive education, speech therapist, professional training, methodological approach, principle, inclusive competence, social model.

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Аннотация

Maqolada boʻlajak logopedlarni inklyuziv faoliyatga tayyorlashning nazariy-metodologik asoslari tahlil qilingan. Muammoning falsafiy, umumilmiy, konkret-ilmiy va texnologik darajalardagi metodologik tuzilishi ochib berilgan. Tizimli, faoliyatli, kompetensiyaviy, aksiologik, shaxsga yoʻnaltirilgan va interdisiplinar yondashuvlarning mazkur jarayondagi funksiyalari asoslangan, tayyorlashning yetakchi tamoyillari tizimi ishlab chiqilgan. “Logopedning inklyuziv faoliyati” va “inklyuziv kompetentlik” tushunchalarining mazmuni aniqlashtirilib, ularning oʻzaro munosabati belgilangan.

Kalit soʻzlar: metodologiya, nazariy asos, inklyuziv taʼlim, logoped, kasbiy tayyorgarlik, metodologik yondashuv, tamoyil, inklyuziv kompetentlik, ijtimoiy model.

Аннотация

В статье анализируются теоретико-методологические основы подготовки будущих логопедов к инклюзивной деятельности. Раскрыта методологическая структура проблемы на философском, общенаучном, конкретно-научном и технологическом уровнях. Обоснованы функции системного, деятельностного, компетентностного, аксиологического, личностно ориентированного и междисциплинарного подходов, разработана система ведущих принципов подготовки. Уточнено содержание понятий «инклюзивная деятельность логопеда» и «инклюзивная компетентность», определено их соотношение.

Ключевые слова: методология, теоретическая основа, инклюзивное образование, логопед, профессиональная подготовка, методологический подход, принцип, инклюзивная компетентность, социальная модель.

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Introduction

The elevation of inclusive education to the level of state policy in Uzbekistan has set new tasks for the system of training specialists in the field of special pedagogy. Article 50 of the Constitution of the Republic of Uzbekistan, the Law “On Education” and the Concept for the Development of Inclusive Education for 2020–2025 guarantee that children with special educational needs receive education within a mainstream environment. This has led to a fundamental change in the content and forms of the professional activity of the speech therapist.

However, the difficulties arising in practice are often rooted not in methods but in methodology. In other words, the question of which philosophical view, which approaches and which principles the process of preparing a future speech therapist for inclusive activity should rest upon has not been sufficiently clarified. Where the methodological foundation remains unclear, any methodology degenerates into a scattered set of episodic measures.

Moreover, in the scholarly literature the concepts of “inclusive readiness”, “inclusive competence” and “inclusive culture” are frequently used interchangeably; their logical interrelation and the features specific to the field of speech therapy have not been disclosed. Accordingly, the aim of the article is to analyse systematically the theoretical and methodological foundations of preparing future speech therapists for inclusive activity, to substantiate the leading methodological approaches and principles, and to clarify the categorial apparatus of the research.

Literature review

The philosophical basis of the idea of inclusion is the social model of disability. Whereas the medical model, dominant for a long period, regarded the child and their impairment as the source of the problem, the social model recognises that the problem lies not in the child but in an environment that has not been adapted

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to their needs. This paradigm shift also changes the orientation of the speech therapist's work: the specialist appears no longer merely as someone who "corrects" the child's speech, but as a person who adapts the educational environment for the child.

From the psychological and pedagogical standpoint, the theoretical basis of the study is formed by L.S. Vygotsky's theory of compensation, of the primary and secondary structure of a defect, and of the "zone of proximal development". In his view, the social isolation of a child leads to more serious consequences than the primary impairment itself. N.N. Malofeev, substantiating the historical periods in the development of the special education system, describes the contemporary stage as a transition from integration to inclusion.

The categorial apparatus of speech therapy as a discipline was shaped in the works of R.E. Levina, T.B. Filicheva and G.V. Chirkina. The problem of preparing teachers for inclusive activity is covered extensively in the research of S.V. Alekhina and V.V. Khitryuk; in particular, V.V. Khitryuk defines "inclusive readiness" as an integral professional and personal quality of a teacher and highlights its value core. T. Booth and M. Ainscow, in turn, propose considering inclusion in the unity of an institution's culture, policy and practice.

The role of the competence-based and activity-based approaches in professional education is substantiated in the studies of G.K. Selevko and A.V. Khutorskoy. In Uzbekistan, research in special pedagogy and speech therapy has been conducted by M.Yu. Ayupova, L.R. Muminova and other scholars.

The literature review shows that existing studies have soundly examined the inclusive readiness of the mainstream teacher, yet no integrated methodological foundation has been developed that takes into account the specific nature of the speech therapist's work – the fact that this specialist simultaneously performs corrective, advisory and collaborative functions.

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Research methodology

The study is theoretical in nature and employs the following methods: theoretical analysis and generalisation of scholarly-pedagogical, psychological and philosophical literature; examination of normative and legal documents; terminological (categorical) analysis; comparative pedagogical analysis; systemic-structural analysis; and modelling. The sources analysed include the normative documents of the Republic of Uzbekistan in the field of education, the documents of international organisations (UNESCO), fundamental works on special pedagogy and speech therapy, and the curricula of higher education institutions.

Analysis and results

As a result of the study, the methodology of the problem was substantiated as a four-level structure.

The philosophical level embraces the ideas of the philosophy of humanism, the dignity of the person and the social model of disability. At this level, the inclusive activity of the speech therapist is interpreted not as “providing help” to the child but as ensuring their equal participation.

The general scientific level includes the principles of systemity, development and determinism; here the training process is regarded as an open, self-developing system.

The concrete scientific level integrates the propositions of special pedagogy, speech therapy, educational psychology and the theory of professional education. It is precisely at this level that the specific content of speech therapy training is determined.

The technological level, in turn, entails converting theoretical propositions into concrete methods, technologies and assessment tools. These levels are hierarchically linked: any methodological decision at a lower level derives from a value choice made at a higher one.

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The second constituent of the methodological foundation is the set of leading approaches, described in Table 1.

Table 1. Methodological approaches to preparing future speech therapists for inclusive activity

Approach	Essence	Function in the training process
Systemic	Studying an object as an integrity of interrelated elements	Designing training in the unity of aim, content, technology and result
Activity-based	The proposition that personality is formed in the course of activity	Turning the student into a participant of a professional situation; priority of practical tasks
Competence-based	The result is expressed not in knowledge but in the ability to solve a real task	Describing inclusive competences and developing criteria for their assessment
Axiological	Education as a process of transmitting a system of values	Forming the values of tolerance, humanism and respect for the child
Personality-oriented	Recognition of the individual experience of the subject of education	Building the student's individual learning path and monitoring it through a portfolio
Interdisciplinary	Interdisciplinary integration of knowledge	Combining knowledge of pedagogy, psychology, medicine and linguistics

These approaches do not exclude but complement one another: the systemic approach defines the integrity of the process, the activity-based approach its driving mechanism, the competence-based approach the expected result, and the axiological approach its moral orientation.

Within the categorial apparatus of the study, the following concepts were clarified. The inclusive activity of a speech therapist is a type of professional activity aimed at ensuring the full participation of a pupil with a speech disorder in the educational process within a mainstream environment, and combining corrective, advisory and collaborative functions. Inclusive competence is the unity of knowledge, skills, values and personal qualities that makes the effective

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performance of this activity possible. Readiness for inclusive activity, in turn, is interpreted as a person's internal disposition to manifest that competence. Thus competence is the potential, while readiness is the state of being prepared to realise it.

The third constituent of the methodological foundation is the system of training principles (Table 2).

Table 2. Leading principles of the training process

Principle	Practical expression in the training process
Humanism and tolerance	Unconditional recognition of every child's right to education; reliance on ability rather than on impairment
Unity of theory and practice	Linking every theoretical topic to a real inclusive classroom situation
Continuity and staged progression	Sequence of the motivational, technological and practical-integrative stages
Individualisation	Tasks and a learning path matching the student's initial level
Teamwork	Forming the skill of cooperation with the teacher, psychologist, special educator and parents
Reflexivity	Analysis of one's own activity; video-based reflection and self-assessment tools

Among the principles listed, reflexivity and teamwork are of particular importance for the field of speech therapy. In an inclusive classroom the influence of the speech therapist is not direct but is in many cases mediated through the class teacher and the parents; this requires the specialist to be able to explain their position and to find a common language with other professionals.

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Discussion

The analysis carried out shows that the principal obstacle in preparing a future speech therapist for inclusive activity is not a lack of information but a matter of paradigm. The content of traditional training largely rests on the medical model and forms in the student the attitude of “correcting a defect”. Inclusive practice, by contrast, demands the attitude of designing and adapting the environment and supporting others. Consequently, a qualitative change cannot be achieved merely by adding new subjects without altering the methodological foundation.

The findings confirm the conclusions of V.V. Khitryuk and S.V. Alekhina that the value component plays a leading role in a teacher’s inclusive readiness. At the same time, our analysis showed that for the speech therapist the interdisciplinary approach occupies a priority position: by its very nature speech therapy is situated at the intersection of pedagogy, psychology, medicine and linguistics, and this must be specifically taken into account when designing the content of training.

A limitation of the study is that it was conducted within the framework of theoretical analysis, and the propositions advanced require experimental verification. In further research it would be advisable to develop a concrete methodology on the basis of this methodological foundation and to substantiate its effectiveness experimentally.

Conclusions and recommendations

First, the methodology of preparing future speech therapists for inclusive activity manifests itself as a hierarchical unity of the philosophical, general scientific, concrete scientific and technological levels; methodological decisions must derive precisely from the value choice made at the higher levels.

Second, the methodological core of this process is formed by the organic unity of the systemic, activity-based, competence-based, axiological, personality-oriented and interdisciplinary approaches.

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Third, the concepts of “inclusive competence” and “readiness for inclusive activity” are not synonymous: the former denotes potential, the latter the state of disposition to realise it.

Fourth, the principles of humanism, the unity of theory and practice, staged progression, individualisation, teamwork and reflexivity serve as the normative basis ensuring the integrity of the training process.

On this basis, the following recommendations are put forward: 1) to revise the content of the speech therapy curriculum in the light of the ideas of the social model; 2) to introduce modular courses ensuring interdisciplinary integration; 3) to shift to competence-based criteria in assessing training outcomes; 4) to establish supervision practice for developing students’ reflexive skills; 5) to design an integrated methodology on the basis of the elaborated methodological foundation and to subject it to experimental verification.

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