



THE METHODOLOGY OF DIGITALIZATION IN THE INDEPENDENT LEARNING PROCESS FOR PREPARING SPEECH THERAPY STUDENTS FOR INCLUSIVE ACTIVITIES

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: November 09, 2024, Accepted Date: November 14, 2024,

Published Date: November 19, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-11-21>

Umarov Eldor Dusyarovich

Assistant at the Samarkand Branch of Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, Uzbekistan

ABSTRACT

Depending on the severity of speech disorders, school-aged children receive various forms of speech therapy support. Children with mild speech defects are admitted to public schools and can be treated in school speech therapy centers. The role of speech therapy centers is to correct verbal and written speech disorders in students, prevent and eliminate difficulties in mastering general education programs in a timely manner, and conduct educational work with teachers and parents on speech disorders.

This article addresses the issues of digitalizing the independent learning process in preparing speech therapy students for inclusive activities.

KEYWORDS

Digitalization, inclusive education, competence, environment, speech, model.

INTRODUCTION

The function of speech is one of the most important psychological functions of a person. In the process of speech development, higher forms of cognitive activity and thinking abilities are formed. The significance of words is inherently generalizing, which makes them

not only units of speech but also units of thought. While they are not identical and emerge independently to some extent, during a child's psychological development, a complex and qualitatively new entity—verbal thinking—appears.



In Uzbekistan, the issues of educational technologies, digitalization, and organizing the independent learning process have been addressed in the scientific and methodological works of R. Juraev [5], N. Sayidakhmedov [10], A. Kh. Makhmudov, and F. U. Anarbaeva [9].

In psychological and pedagogical literature, special attention is paid to studying a person's readiness for specific activities, from school readiness to professional self-awareness. Scholars such as B.G. Ananyev [1] and others have investigated the problem of developing readiness for any activity, while E.A. Ekzhanova and E.A. Strebeleva [7] and others have explored the development of teachers' readiness to work in inclusive education.

V.A. Slastenin defined readiness as a complex synthesis of interconnected components and identified the following aspects:

- a) **Psychological readiness**, which refers to the formation of attention (at various levels) necessary for pedagogical activity in an educational institution;
- b) **Scientific-theoretical readiness**, which involves having the necessary amount of pedagogical, psychological, and social knowledge required for qualified pedagogical activity;
- c) **Practical readiness**, which includes having professionally developed skills and competencies;
- d) **Psychophysical readiness**, which involves the presence of conditions conducive to mastering teaching activities and the development of personally significant professional qualities;
- e) **Physical readiness**, which refers to health and physical development that meet the requirements of pedagogical and professional activity [11].

The issue of raising children with and without mental or physical disabilities together was also examined by psychologists and defectologists such as T.A. Vlasova [4] and others at the beginning of the 20th century.

Thus, the following contradictions emerge in the digitalization of the independent learning process for preparing speech therapy students for inclusive activities:

- The objective necessity of improving specialists' professional competencies required for pedagogical activities in an inclusive education environment versus the lack of adapted models for implementing this strategic task in the practical activities of speech therapists;
- Insufficient readiness to digitalize the independent learning process for preparing speech therapy students for inclusive activities;
- Increasing demands on the quality of training speech therapy students to support children's speech and personal development in an inclusive education environment versus insufficient scientific and pedagogical support for this process.

The readiness to digitalize the independent learning process for preparing speech therapy students for inclusive activities will be achieved if:

- The specific characteristics of training speech therapy students for teaching activities in an inclusive education environment are clarified;
- A corresponding pedagogical model is developed as the systemic basis for this process;
- Pedagogical conditions for implementing this model are developed and applied;
- The core competencies required for preparing speech therapy students for inclusive activities are identified and substantiated, and the



practical component of the educational process is organized through internships in inclusive education environments, strengthening practical activities such as tutoring and assisting in educational institutions.

In connection with identifying the possibilities and limitations of digitalizing the independent learning process for preparing speech therapy students for inclusive activities, numerous discussions have been held regarding educational neurotechnologies and robotics. According to these discussions:

1. Many researchers and educators question the significance and necessity of digitalizing the independent learning process in an inclusive education environment, pointing out harmful psychological (cognitive, emotional, behavioral, value-based), social, and physiological consequences, including “digital diseases.”

2. Some scholars argue that the current neurotechnologies and robotic technologies being developed are largely impractical, ambiguous, and ethically and scientifically poorly grounded, requiring clear limits on their application. These discussions focus not on whether digital tools are beneficial or harmful but on where and when they can be effectively utilized. The availability and introduction of new technologies, programs, and devices into education lead speech therapy students to understand what happens and should happen as a result of using these developments.

Depending on the severity of speech disorders, school-aged children receive various forms of speech therapy support. Children with mild speech defects are admitted to public schools and can be treated in school speech therapy centers. The role of speech therapy centers is to correct verbal and written speech disorders in students, prevent and eliminate difficulties in mastering general education programs in a timely

manner, and conduct educational work with teachers and parents on speech disorders. When speech disorders cannot be corrected in school speech therapy centers and children are unable to work on equal terms with their peers due to existing defects, teaching through digitalization can have positive effects.

Inclusive education implies a unified curriculum for all categories of students requiring special education, ensuring continuity between primary and general education, as well as between special and general education programs. For children facing difficulties in speech development, it is necessary to create optimal pedagogical conditions that correspond to their age, individual typological characteristics, and somatic and neuropsychological health. The educational process should include interactions between diagnosis and consultation, correction and development, treatment and prevention, and social activities.

Digitalizing the independent learning process for preparing speech therapy students for inclusive activities should initially be limited to specific tasks aimed at assisting teachers and students, reducing stress in education, making learning more valuable and engaging. Despite the familiarity with artificial intelligence, individuals must still share their languages, information systems, and problem-solving methods, yet it remains challenging for them to be at least carriers of cultural guidelines and prohibitions. Therefore, the digitalization of the independent learning process for preparing speech therapy students for inclusive activities not only enhances the interaction between students and teachers, making it interactive and effective, but also improves the quality of education and provides opportunities for further individualizing the learning process.

REFERENCES



1. Ананьев, Б.Г. Личность, субъект деятельности, индивидуальность. М.: Директ-Медиа, 2008. - 148 с.
2. Аюпова М.Й. Логопедия: дарслик/ М.Й.Аюпова; Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги. — Т.: Ўзбекистон файласуфлари миллий жамияти нашриёти, 2007. —560 б.
3. Вопросы инклюзивного образования. Часть 3. Обучение детей с нарушениями речи и интеллекта. Практическое пособие. /Под редакцией Е.В. Коневой. – Ярославль, 2013. – 73 с.
4. Власова, В.К. Проектирование и реализация содержания педагогического образования на основе интеграции информационных потоков: Дис. ... д-ра пед. наук: 13.00.01 / Власова Вера Константиновна. -Казань, 2013. - 357 с.
5. Джураев Р.Х. Таълимда интерфаол технологиялар. –Т.: Қори Ниёзий номидаги ЎзПФИТИ, 2010.;
6. Джураев Р.Х. Таълим жараёнларида масофали ўқитишдан фойдаланиш эволюцияси // Олий таълим муассасаларининг ўқув жараёнида илғор педагогик ва замонавий ахборот коммуникация технологияларининг жорий этилиши: амалиёт ва истиқболлар. Конференция материаллари. –Т.: ЎЗМУ, 2019. –Б.4-8.
7. Екжанова Е.А., Стребелева Е.А. Коррекционно-развивающее обучение и воспитание. Программа дошкольных образовательных учреждений компенсирующего вида для детей с нарушением интеллекта - М.: Просвещение, 2005. - 272 с.
8. Ишмухамедов Р, Абдуқодиров А., Пардаев А. Таълимда инновацион технологиялар. –Т.: Истеъдод, 2008.;
9. Махмудов А. Х., Анарбаева Ф. У. Рақамли таълимда педагогик технологияларни қўллаш имкониятлари // Development issues of innovative economy in the agricultural sector. – 2021. – С. 476.
10. Сайидахмедова Н. Янги педагогик технологиялар. –Т.: Молия, 2003.
11. Слостенин, В.А. Общая педагогика: учеб. пособие для студ.высш. учеб. заведений в 2 ч. / В.А. Слостенин, И.Ф. Исаев, Е.Н. Шиянов; Под ред. В.А. Слостенина - М.: Гуманит. Изд. Центр ВЛАДОС, 2003. -Ч.1- 288 с.