



MECHANISMS OF CREATING A PROFESSIONAL INFORMATION ENVIRONMENT IN PREPARING FUTURE LOGICAL THERAPISTS TO WORK WITH CHILDREN WITH SEVERE SPEECH DISORDERS

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Abstract

In this article, the author presents information about the mechanisms for creating a professional information environment when training future speech therapists to work with children with severe speech disorders. The methods of working with children with severe speech disorders, the necessary knowledge and skills, as well as ways to create an information environment are outlined.

Keywords: Defectology, correctional pedagogy, inclusive education, differentiation, technology, educational paradigm, speech defect dysarthria, speech defect rhinolalia, speech defect stuttering, articulatory speech apparatus, phonemic perception.

Introduction

In the world of special education, correctional and developmental technologies for teaching children with special educational needs have been introduced into the educational process based on the correctional and pedagogical activities of defectologists. The 2030 Development Declaration, adopted at the World Education Forum in Incheon, South Korea, states that “ensure inclusive and equitable quality education and create opportunities for all to learn throughout their lives.” On this basis, systematic work is being carried out to ensure the



Modern American Journal of Social Sciences and Humanities

ISSN (E): 3067-8153

Volume 01, Issue 07, October, 2025

Website: usajournals.org

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opportunity for children to study in primary education, develop the intellectual abilities of children with special educational needs, ensure their socialization, and improve the step-by-step system of training defectologists.

In educational and research institutions around the world, research is being conducted to create modulated technologies that have a positive impact on the development of children with speech impairments, to ensure their socialization, and to improve the activities of speech therapy in the process of educating children with speech impairments using correctional and developmental pedagogical and information and communication technologies. At the same time, special attention is paid to research on reforming the education system for children with speech impairments, improving the activities of defectologists, and forming children's knowledge based on person-oriented education, individual and differential approaches.

In our country, in recent years, legal and regulatory frameworks have been created and material and technical bases are being developed to ensure the health, mental, psychological, physical and social development of children with special educational needs, as well as healthy youth, and to improve the types and forms of education for children with hearing impairments, implemented on the basis of a unified and continuous education system, in accordance with the requirements of the globalization era and international advanced trends. Priority tasks in the field of the education system have been identified, such as “Development of the education sector; further improvement of the continuous education system; radical improvement of the quality of general secondary education, in-depth study of foreign languages, computer science and other important and highly demanded subjects such as mathematics, physics, chemistry, biology; stimulation of scientific research and innovation activities, creation of effective mechanisms for implementing scientific and innovative achievements in practice; development of comprehensive measures to increase the effectiveness of the inclusive education system in order to expand the opportunities for socially disadvantaged segments of the population to receive quality education”. As a result, the opportunities for modernization of educational services and further improvement of mechanisms for organizing an informational educational environment in our republic, in order to improve the quality of education and upbringing of students with physical,



Modern American Journal of Social Sciences and Humanities

ISSN (E): 3067-8153

Volume 01, Issue 07, October, 2025

Website: usajournals.org

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mental, sensory (sensory) or mental disabilities in specialized state educational institutions, along with general education schools, will expand.

The tasks set out in the Law of the Republic of Uzbekistan No. O'RQ-641 dated October 15, 2020 "On the Rights of Persons with Disabilities", the Resolution of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan", No. PF-5712 dated April 29, 2019 "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030", No. PF-5270 dated December 1, 2017 "On State Support for Persons with Disabilities. Resolution No. PQ-4860 dated October 13, 2020 "On Measures to Further Improve the System of Education and Upbringing of Children with Special Educational Needs" and other regulatory legal acts related to this activity are implemented. This research work serves to a certain extent in improving.

Today, in preparing future speech therapists to work with children with severe speech disorders, it is necessary to obtain new information, analyze it, and adapt it to practice in organizing mechanisms for creating a professional information environment.

The way in which professors and teachers educate and train students, prepare them for conscious mastery of their chosen profession, as well as for creative labor activity and work, is influenced by the educational program, classroom fund, technical and methodological support, etc. At the same time, the educational process is effective if it interests students in their own active learning, arouses their desire.

Educational material is a pedagogically correct and understandable system of knowledge, fully mastered by students, in accordance with a clearly defined goal. The content of any subject taught in higher education should establish the following principles and requirements, taking into account model programs and professional education standards:

- compliance with the current state and development prospects of science, technology and technological processes used in relevant sectors;
- correct formation of the educational process in the development of education and training of qualified specialists;



***Modern American Journal of Social Sciences
and Humanities***

ISSN (E): 3067-8153

Volume 01, **Issue** 07, **October**, 2025

Website: usajournals.org

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- implementation of the principles of general and professional didactics, which are the scientific and technical basis of science in general;
 - the presence of components that develop students' technical thinking and contribute to the formation of the potential of future specialists in accordance with their chosen profession, etc.

Professional didactics, in turn, includes the following principles: demonstrativeness, systematicity and consistency of knowledge, availability and expediency, conscious and active participation in the educational process, solidity of student knowledge, linking theory with practice, education with life, scientific teaching, effectiveness of student knowledge, etc.

As is known, today, when science and technology are developing at a rapid pace, the volume of many scientific knowledge, concepts, ideas and information is increasing sharply. On the one hand, this ensures the formation of new sections and areas of science and technology, and on the other hand, it requires breaking the existing boundaries between disciplines and accelerating the integration process. The fact that such processes of differentiation and specialization that educational areas are “going through” are not sufficiently reflected in teaching also creates certain problems in today's higher education system. In particular, there is a disconnect between the content of education and the reflection of the accumulated rich scientific information in it. For this reason, it is necessary to reconsider the principles of improving teaching and the presentation of educational materials. To eliminate such problems, it is advisable to introduce and use modern pedagogical and information technologies in the educational process. The modern education system must be person-oriented, that is, it must be differentiated, taking into account the various characteristics and qualities of the individual. Person-oriented education, first of all, changes the paradigm of education. If until now, teaching was considered a priority in the existing education system, then in the era of informatization of society, the priority is to teach reading. For this reason, the teacher-textbook-student paradigm of education needs to be replaced by the student-textbook-teacher paradigm. Modern pedagogical personnel have a new status, and their task should be primarily focused on organizing students' independent learning activities, independently acquiring knowledge and forming their skills to apply it in



*Modern American Journal of Social Sciences
and Humanities*

ISSN (E): 3067-8153

Volume 01, Issue 07, October, 2025

Website: usajournals.org

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practice. In the process of implementing these goals, the teacher should choose teaching methods and technologies in such a way that they not only help students master ready-made knowledge, but also become a means for them to independently acquire knowledge from various sources, form a personal point of view, justify it, and acquire the skills to use the acquired knowledge in their work. Such teaching can also be called developmental. The diversity of form and content provides the student with the opportunity to choose from the proposed cases, based on his interests, capabilities and personal characteristics. Such an opportunity should also be reflected in the education system. Multi-level teaching can be said to be a solution to this problem. The current organization of classes requires students to cope with both the complex of everyday subjects and the complex of tasks assigned to them. This creates many problems in practice.

In such conditions, students cannot fully focus on any single subject. In our opinion, modular teaching is the best solution in these cases. In the theory of teaching, new pedagogical and information technologies cannot be separated from each other, since the widespread introduction of new pedagogical technologies changes the paradigm of education.

It is important for future speech therapists to deeply study the content of speech defects, their causes, types of speech defects, and the content of correctional speech therapy work in eliminating speech defects when working with children with severe speech defects. Future speech therapists should distinguish between dysarthria speech defect, rhinolalia speech defect, stuttering speech defects, and study the defects found in them: defects in the articulatory speech apparatus, defects in speech breathing, defects in finger mobility, voice disorders, and defects in phonemic perception.

In conclusion, it can be said that when working with children with severe speech disorders, future speech therapists must take into account all the individual characteristics of the child. Therefore, the speech disorders that each child has affect the formation of his or her personality.



*Modern American Journal of Social Sciences
and Humanities*

ISSN (E): 3067-8153

Volume 01, Issue 07, October, 2025

Website: usajournals.org

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