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Integrating Logopedic Practices in the General Education System

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Abstract: This article reviews the integration of speech therapy (logopedic) services within Uzbekistan's general education system. Research is guided by the national Inclusive Education Concept (2020–2025). The focus is on correcting specific speech disorders like dysarthria and alalia using modern methodologies such as technology and play-based techniques. The operational model involves "logopedic branches" attached to mainstream schools and the expanded role of the "teacher-logopedist"

Keywords: Logopedics, Speech therapy, Inclusive education, Special education

Аннотация: Статья рассматривает интеграцию услуг речевой терапии (логопедии) в систему общего образования Узбекистана. Исследования основываются на национальной Концепции развития инклюзивного образования (2020–2025). Основное внимание уделяется коррекции специфических нарушений речи, таких как дизартрия и алалия, с использованием современных методик, включая технологии и игровые подходы. Операционная модель включает логопедические отделения при общеобразовательных школах и расширенную роль учителя-логопеда

Ключевые слова: Логопедия, Речевая терапия, Инклюзивное образование, Специальная педагогика

Annotatsiya: Maqola O'zbekistonda nutq terapiyasi (logopediya) xizmatlarini umumiy ta'lim tizimiga integratsiyalashuvini ko'rib chiqadi. Tadqiqotlar milliy Inklyuziv Ta'lim Konsepsiyasi (2020–2025) asosida amalga oshirilmoqda. Asosiy e'tibor texnologiyalar va o'yin usullari kabi zamonaviy metodikalar orqali dizartriya va alaliya kabi nutq buzilishlarini korreksiyalashga qaratilgan. Operatsion model umumiy maktablarga birlashtirilgan logopedik bo'limlar va maxsus o'qituvchi-logopedlarning kengaytirilgan rolini o'z ichiga oladi

Kalit so'zlar: Logopediya, Nutq terapiyasi, Inklyuziv ta'lim, Maxsus pedagogika

Introduction. The contemporary drive for comprehensive educational inclusion requires systemic integration of specialized support services, notably speech-language pathology (*nutq terapiyasi* or *logopediya*), directly into general education classrooms. This integration is crucial for maximizing the academic, communicative, and social potential of students with speech and language deficits. Globally, clinical efficacy is maximized when therapeutic efforts are coordinated and contextually relevant to the academic and social

environments of the school. For students with oral language difficulties, embedding specialized instruction is vital to mitigate the high risk of developing secondary problems in reading and written language arts. In Uzbekistan, this professional imperative is framed by high-level state policy. The national **Concept for the Development of Inclusive Education (2020–2025)** and related presidential resolutions mandate a systematic overhaul of the education and upbringing system for children with Special Educational Needs (SEN).

Literature Analysis. Research activities are systematically cataloged in national electronic libraries, featuring extensive collections of monographs, dissertations, and scientific articles across various educational science codes.

The analysis of current academic titles from repositories such as the TDPU library reveals a deep commitment to highly specific, correctional logopedic methodologies. This research base demonstrates a focus on:

Technological Integration (*Texnologiyalar*): Significant research is dedicated to using modern technologies for prevention and correction, including the application of technology to prevent speech delay in dysarthric children (*DIZARTRIYALI BOLALAR NUTQINING KECHIKISHINI OLDINI OLIISH TEXNOLOGIYALARI*), correct articulation defects in the same population, and enhance vocabulary in children with Motor Alalia. Technology is also a key focus in developing graphomotor skills in preschoolers with speech defects and eliminating reading disorders (*o'qish buzilishlari*) in primary school students.

Play and Didactic Game Methods (*O'yin Texnologiyalari*): Game-based methods are extensively researched for foundational skill acquisition, particularly among preschoolers. Studies focus on using didactic games to shape communicative and speech skills in 6-year-olds, correct sound pronunciation disorders in children with Phonetic-Phonemic Underdevelopment (FFN), and develop connected speech in children with Alalia.

Targeted Deficit Correction: Academic work exhibits granular specialization, investigating techniques such as **Logopedic Massage** for Pseudobulbar Dysarthria and developing reading skills for preschoolers with dysarthria. Furthermore, researchers explore the use of culturally specific tools, such as **Folk Oral Creativity (*Xalq og'zaki ijodi*)**, to develop the vocabulary of children with speech defects.

This academic specialization—supported by dedicated resources like the *Logopediya video darslik* (Speech Therapy Video Textbook)—provides the methodological foundation necessary for the national push toward *inklyuziv ta'lim*.

Discussion. The implementation of integrated logopedic support within Uzbekistan is governed by a strategy of embedding specialized resources while maintaining central oversight.

1.Operational Model: The Logopedic Branch The operational strategy for delivering speech therapy in the general education system involves establishing and coordinating "**logopedic branches**" attached to general secondary education institutions. This model is designed for controlled integration, ensuring specialized services are available on-site within mainstream schools. Oversight and methodological guidance for these branches are provided by the Inclusive Education Department, which is also tasked with the continuous monitoring and coordination of **teacher-logopedists**. This structure allows the state to pursue key strategic objectives, including:

Standardization: Ensuring that the specialized educational institutions are equipped with the necessary material, technical base, and literature, including equipment for teaching various professions.

Data-Driven Policy: Mandating the creation and constant updating of a database tracking all general education institutions with inclusive programs and the students enrolled.

2.The Expanded Role of the Teacher-Logopedist. The logopedist's role (*teacher-logopedist*) is significantly broadened under the inclusive mandate. While retaining core clinical duties, the position now carries systemic responsibilities that align with the goals of Interprofessional Practice (IPP). Key functions include:

Socio-Psychological Services: Developing modern approaches to providing

socio-psychological services not only to children but also to their parents and general education teachers. This expansion confirms the logopedist as a systemic change agent responsible for fostering the entire inclusive environment.

Methodological Support: Assisting in the development and improvement of methodological recommendations (*dasturlar, metodik tavsiyalar*) for general school management and pedagogues. This is the critical function of translating complex clinical research (as seen in the *Adabiyotlar Tahlili*) into actionable support for the classroom teacher.

3. Methodological Alignment with General Education. The implementation of integrated therapy relies on methodologies that are easily adapted to the classroom context, maximizing the generalization of skills. The focus on **technology** and **play-based methods** enables the *teacher-logopedist* to provide services that naturally blend into the curriculum, reducing the fragmentation associated with traditional "pull-out" models. Furthermore, for successful academic access, the logopedist's specialized knowledge is vital for adapting instruction for students with other needs.

Research confirms the need for specialized didactic programs that focus on developing speech communication skills (*nutqiy muloqot ko'nikmalari*) and **reading competencies** (*kitobxonlik kompetensiyalarini*) for H.I. students,

even during core subjects. This holistic approach—addressing language, literacy, and even **Adaptive Physical Education** (APE) —is necessary for a student's full development and integration.

Dominant Speech Disorders and Research Methodological Trends

Target Disorder/Condition	Primary Target Skill/Deficit	Key Research Methodological Trend	Educational Setting Focus
Dysarthria (General/Pseudobulbar)	Articulation, speech delay, literacy, motor skills, voice work.	Technological prevention, Logopedic Games	Preschool, Primary School
Motor Alalia	Vocabulary development, connected speech components.	Modern Technologies, Non-traditional methods, Didactic games.	Preschool
Phonetic-Phonemic Underdevelopment (FFN/Dyslalia)	Phonemic perception, sound pronunciation, articulation.	Game Technologies	Preschool
Reading Disorders (<i>O'qish buzilishlari</i>)	Reading competencies and elimination of defects.	Technological Literacy Enhancement methods.	Primary School
General Speech Underdevelopment (ONT)	Sound-syllable structure violation.	Specific correctional methods.	Preschool

Conclusion. The systemic integration of *nutq terapiyasi* into the general education system of Uzbekistan is a clear, top-down policy objective supported by a specialized and academically rigorous research base. The move to *inklyuziv ta'lim* is strategically managed through the establishment of monitored "logopedic branches" and an expanded role for the *teacher-logopedist* as a multidisciplinary change agent providing socio-psychological and methodological support to the entire school community.

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