

**DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF FUTURE SPEECH  
THERAPISTS AS A PEDAGOGICAL PROBLEM**

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**Abstract**

This article examines the development of professional competencies of future speech therapists as a pedagogical problem. Based on the competency-based approach, the professional training of speech therapy specialists is analyzed, and the main pedagogical factors influencing the formation of professional competencies are identified.

**Keywords**

professional competence, speech therapist, speech therapy education, special pedagogy, speech disorders, diagnostic competence, corrective activity, preventive approach, inclusive education, reflective learning, pedagogical problem, practical training, interdisciplinary integration, digital competence

In the context of globalization and the modernization of the education system, the issue of training specialists in the field of special pedagogy, particularly speech therapists, is gaining increasing relevance. The growing prevalence of speech disorders among children is considered not only a pedagogical but also a social problem. Therefore, the formation and development of professional competencies of future speech therapists is regarded as one of the priority directions of the education system.

In scientific literature, the concept of professional competence is interpreted in various ways. For instance, J.Raven defines competence as a multidimensional system of personal qualities that enable effective performance of a particular activity. I.A.Zimnyaya classifies competencies into groups related to the individual, social interaction, and activity, emphasizing their integrated development. According to A.V.Khutorskoy, competence represents a unified system of knowledge, skills, and experience that determines a person's readiness for practical activity. These approaches serve as an important theoretical basis for assessing the professional training of speech therapy specialists.

From a psychological perspective, L.S.Vygotsky's theory of activity and development plays a crucial role in explaining the process of forming professional competencies. According to this theory, knowledge and skills are formed through activity and interaction with the social environment. Therefore, practice-oriented education is essential in training speech therapists. A.N.Leontyev's activity theory also explains the formation of professional competence through the unity of motivation, goals, and activity, highlighting the importance of developing professional identity and internal motivation in future specialists.

Research in the field of special pedagogy also contributes significantly to understanding the structure of speech therapy competencies. T.B.Filicheva and G.V.Chirkina identified diagnostic, corrective, and preventive competencies as key components and justified their interconnection. This model allows for a systematic organization of the professional activity of a speech therapist. In addition, modern scientific perspectives emphasize the importance of reflective approaches, interdisciplinary integration, and the use of digital technologies in developing professional competencies. Reflective learning enables specialists to analyze and improve their practice, while interdisciplinary integration allows for comprehensive problem-solving. Digital



technologies enhance the effectiveness of speech therapy services and expand opportunities for remote assistance.

In modern pedagogy, professional competence is considered an integral quality of an individual. It includes not only theoretical knowledge and practical skills but also motivational, communicative, reflective, and innovative components. In the work of a speech therapist, the integration of these components is especially important, as it requires a comprehensive approach to working with children with speech disorders. Thus, professional competence is not merely a set of knowledge and skills, but a multidimensional system reflecting a specialist's readiness for effective professional activity.

The professional competencies of a speech therapist are manifested in several key areas. Diagnostic competence involves identifying speech disorders, analyzing their causes, and conducting differential diagnosis. Corrective competence focuses on applying methods and technologies aimed at eliminating identified disorders. Preventive competence involves implementing systematic measures to prevent speech disorders. In addition, modern educational conditions require speech therapists to possess digital skills, be capable of working in inclusive educational environments, and be prepared for research activities. This makes the professional activity of a speech therapist more complex and multifunctional.

One of the main reasons for considering the development of professional competencies of future speech therapists as a pedagogical problem is the presence of systemic contradictions in the educational process. In particular, the imbalance between theoretical knowledge and practical training remains a significant issue. Students often possess sufficient theoretical knowledge but encounter difficulties in applying it in real professional settings. This complicates their professional adaptation and reduces their effectiveness.

Moreover, motivational factors play an important role. The attitude of future specialists toward their profession, their level of professional self-awareness, and their willingness for self-development directly influence the formation of professional competence. In some cases, students choose their field of study without fully understanding the nature and complexity of the profession, which negatively affects their professional growth. Additionally, the social status of the speech therapy profession and the level of material incentives also influence motivation. There are also organizational and methodological challenges. These include the insufficient alignment of speech therapy education with international standards, underdeveloped practical training bases, and weak interdisciplinary integration. A modern speech therapist must possess integrated knowledge in neurology, psychology, pedagogy, and information technologies. However, in practice, such integration is not sufficiently ensured.

To address these issues, it is necessary to create effective pedagogical conditions for the development of professional competencies. First, the educational process should be reorganized based on a competency-based approach, focusing on learning outcomes and the formation of specific professional skills. It is also essential to strengthen clinical and practical training by involving students in real professional environments.

Creating a reflective learning environment is another important condition. Through reflection, students can analyze their performance, identify mistakes, and improve their professional skills. This enhances their ability to think independently and make decisions. Furthermore, interdisciplinary integration and the active use of digital technologies should be widely implemented in the educational process.

The development of professional competencies of future speech therapists is one of the key areas of modern pedagogy. Ensuring the effectiveness of this process requires the integration of theoretical and practical training, the application of innovative teaching methods, and



consideration of international experience. This will contribute to the preparation of qualified, competitive, and modern speech therapy specialists.

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