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CORRECTIONAL-PEDAGOGICAL OPPORTUNITIES FOR SUPPORTING STUDENTS WITH SPEECH DISORDERS IN INCLUSIVE EDUCATION

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Annotation. The article analyses the correctional-pedagogical opportunities for supporting students with speech disorders in an inclusive education environment. The essence of the concepts of inclusive education, correctional pedagogy and speech disorder, as well as their interrelation, is examined. The main types of speech disorders (dyslalia, stuttering, rhinolalia, dysgraphia, general speech underdevelopment) and their impact on the student's personality and learning activity are considered. The socio-psychological difficulties faced by students with speech disorders in an inclusive environment are identified. The complex directions of correctional-pedagogical support — logopedic-correctional assistance, psychological support, pedagogical conditions, work with peers, family cooperation and the principles of an inclusive approach — are substantiated. The article is of theoretical and practical significance for teachers, speech therapists, psychologists, special educators and researchers in the field of education.

Key words: inclusive education, speech disorder, correctional pedagogy, logopedic support, psychological support, pedagogical conditions, socialisation, student personality.

INTRODUCTION

Today, the humanisation of the education system and the creation of equal opportunities for every child — including children with developmental peculiarities — to receive a quality education has become a priority direction worldwide. Inclusive education is based precisely on this idea: students with special needs study together with their peers in a regular general-education environment and adapt to the life of society as fully-fledged members.

Students with speech disorders constitute a category requiring special attention in inclusive education. Since speech is the principal means by which a person exchanges thoughts, expresses feelings and establishes social relationships, defects in speech directly affect not only the child's learning activity but also the entire process of pedagogical support. According to the World Health Organization, 5–10 per cent of school-age children have speech disorders of varying degrees (WHO, 2021).

In the Republic of Uzbekistan, the development of inclusive education has been defined as one of the priority directions of state policy. The "Uzbekistan — 2030" strategy and the normative documents on education set the task of ensuring that every child, including children with special needs, receives a quality education and participates fully in society.

The nature of speech disorders, their correction and the methods of pedagogical support have been studied in depth by scholars such as R.E. Levina, L.S. Vygotsky, T.B. Filicheva, G.V. Chirkina and M.E. Khvattsev. However, the comprehensive analysis of the correctional-pedagogical opportunities for supporting students with speech disorders in an inclusive environment remains relevant to this day.

The aim of the article is to analyse the correctional-pedagogical opportunities for supporting students with speech disorders in an inclusive education environment and to develop practical pedagogical recommendations.

MAIN PART

The theoretical essence of correctional-pedagogical support. Inclusive education is a system of fully involving students with special educational needs in the regular general-education process and providing teaching and upbringing based on their individual capabilities. Correctional-pedagogical support is a complex of specially organised pedagogical measures aimed at overcoming developmental difficulties, including speech disorders, and ensuring the successful socialisation of the child. According to L.S. Vygotsky's cultural-historical theory, the development and socialisation of a child's personality proceed through communication and joint activity; therefore, the role of speech and its timely correction is decisive.

Types of speech disorders and their impact on learning activity. Speech disorders represent deviations in the normal development of the phonetic, lexical, grammatical and prosodic components. According to R.E. Levina's classification, they are divided into phonetic-phonemic disorders and general speech underdevelopment (GSU). The most common speech disorders among school-age children and the corresponding correctional-pedagogical opportunities are presented in Table 1.

Table 1

Main types of speech disorders and correctional-pedagogical opportunities

Type of speech disorder	Main characteristics	Correctional-pedagogical opportunities
Dyslalia	Incorrect pronunciation and substitution of sounds	Articulation gymnastics, individual sound-correction sessions
Stuttering	Disruption of speech fluency, repetitions	Breathing exercises, calm speech regime, psychological support
Rhinolalia	Distortion of voice timbre (nasal tone)	Logopedic massage, articulation training, individual approach
Dysgraphia/dyslexia	Difficulties in writing and reading	Differentiated tasks, multisensory teaching methods
General speech underdevelopment	Problems with vocabulary, grammar, phonetics	Comprehensive logopedic work, vocabulary enrichment, group sessions

Socio-psychological difficulties of students with speech disorders. In an inclusive classroom, a student with a speech disorder may develop the following psychological characteristics: lack of self-confidence and low self-esteem; fear of speaking in front of the group (logophobia); anxiety and worry; introversion and withdrawal; avoidance of communication. These states make it difficult for the student to establish relationships with peers, slow down adaptation to the group, and negatively affect learning outcomes. According to the studies of T.B. Filicheva and G.V. Chirkina, the majority of children with speech disorders experience difficulties in establishing social contact with their peers, which makes targeted correctional-pedagogical support essential.

Factors influencing the effectiveness of support. The effectiveness of correctional-pedagogical support for a student with a speech disorder in an inclusive environment is influenced by a number of factors: the severity and visibility of the disorder; the age and individual-psychological characteristics of the child; the psychological climate of the classroom; the inclusive competence and approach of the teacher; the attitude of peers; the involvement of parents; and the degree of cooperation with

specialists (speech therapist, psychologist, special educator). The coordinated impact of these factors determines the success of the support process.

Directions of correctional-pedagogical support. Supporting a student with a speech disorder requires a complex approach and is carried out along several interrelated directions (Table 2).

Table 2

Main directions of correctional-pedagogical support

Direction	Main measures
Logopedic-correctional assistance	Individual and group sessions, speech correction, articulation gymnastics, development of phonemic hearing
Psychological support	Strengthening self-confidence, reducing fear and anxiety, communicative trainings
Pedagogical conditions	Creating a friendly classroom climate, individual education plan, differentiated approach, joint activity
Work with peers	Fostering empathy, preventing mockery, a culture of cooperation and mutual help
Family cooperation	Explanatory work with parents, home exercises, positive attitude and encouragement
Inclusive approach	Ensuring equal participation, teacher-assistant service, a comfortable learning environment

Logopedic-correctional and psychological support. Logopedic-correctional assistance is the most important measure aimed at eliminating the speech disorder and creating the foundation for the student's adaptation. Through individual and group sessions, the speech therapist develops the child's articulatory apparatus, phonemic hearing, vocabulary and grammatical skills. The psychologist, in turn, works on strengthening the student's self-confidence, reducing anxiety and forming communicative skills. Methods such as training sessions, art therapy and fairy-tale therapy accelerate the correction process and socialisation.

Pedagogical conditions and work with peers. In an inclusive classroom, the teacher must create a friendly, supportive and accepting environment. To this end, it is recommended to use collective games and projects, to introduce the "partnership" method, to identify and showcase the student's areas of successful activity, and to cultivate a sense of empathy among peers. Forming a culture of "no mockery" in the classroom and instilling the values of mutual respect and cooperation is one of the teacher's key tasks within the framework of correctional-pedagogical support.

Family cooperation and the inclusive approach. The role of the family is decisive in supporting the child. Parents should communicate more with the child, perform the exercises recommended by the speech therapist at home, encourage the child's achievements and avoid negative comparisons. In an inclusive setting, a student with a speech disorder studies together with other students in a regular classroom, which has a positive effect on socialisation, the formation of a sense of independence and the growth of self-confidence. For inclusion to be successful, the special training of teachers, individual education plans and a teacher-assistant service are important conditions.

CONCLUSIONS

1. Supporting students with speech disorders in an inclusive education environment is an important scientific-pedagogical problem directly linked to the decisive role of speech in the socialisation of the personality.

2. Speech disorders (dyslalia, stuttering, rhinolalia, dysgraphia, general speech underdevelopment) give rise to psychological characteristics such as lack of self-confidence, logophobia, anxiety and introversion, which complicate the student's adaptation to the inclusive environment and require purposeful correctional work.

3. Correctional-pedagogical support requires a complex approach: logopedic-correctional assistance, psychological support, pedagogical conditions, work with peers, family cooperation and the principles of an inclusive approach must be applied together.

4. The teacher's inclusive competence, the creation of a friendly and accepting classroom climate and the formation of the values of empathy and cooperation among peers are the principal factors ensuring the effectiveness of support.

5. Coordinated cooperation between the school, the family and specialists (speech therapist, psychologist, special educator) is the decisive condition for the successful correctional-pedagogical support of a student with a speech disorder and for ensuring his or her full participation in society.

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