ORGANIZATION OF THE WORK OF THE LOGO TEACHER WITH CHILDREN WITH DISABILITIES IN THE CONDITIONS OF INCLUSIVE PRESCHOOL PRACTICE

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Abstract: This article examines the problem of inclusive education, speech therapy work with children with disabilities in a preschool educational speech center. The tasks of psychological and pedagogical support, the main directions, forms of joint activity of the teacher - speech therapist and preschool educators are revealed.

Keywords: inclusive education, psychological and pedagogical support, correctional and educational work, interaction, social adaptation, teacher-speech therapist, children with disabilities, work with parents.

Introduction

Inclusive education is today a priority in the development of the education system in the Republic of Uzbekistan. New legislative acts have been adopted, in connection with which the concept of "inclusive education" is being introduced into the educational space, which means ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities. In turn, the concept of “a student with disabilities” is defined by law as an individual with disabilities in physical and (or) psychological development, confirmed by the psychological, medical and pedagogical commission and preventing education without creating special conditions.

The main results and findings

The creation of the necessary conditions in a preschool educational organization ensures that children with disabilities (HH) receive a quality education without discrimination. Today, educational organizations implementing inclusive practice create special conditions for teaching children with disabilities together with normally developing peers. At the same time, complex psychological and pedagogical support is
also organized and carried out for children with disabilities.

The problem of education and training of preschoolers and primary schoolchildren with disabilities (HH) is very relevant in our time. The percentage of children with disabilities in the child population of the country is increasing and, therefore, the entire education system should respond to this demand of society [1].

At the present stage, the legislation of the Republic of Uzbekistan, inclusive education is aimed at ensuring equal access to education in educational institutions for all students, taking into account the diversity of special educational needs and individual opportunities. For children (persons) with physical, mental, sensory (sensory) or mental disorders in educational organizations, inclusive education is organized [2].

Caring for the realization of the child's right to full and free development is now becoming an integral goal of the activities of any educational organization. The concept of the quality of education is associated with such categories as health, well-being, security, self-realization, and respect. The organization of a high-quality educational process for children with disabilities involves not only the creation of special conditions, but also psychological and pedagogical support of children of this category in an educational organization, implemented by specialists of various profiles [12].

The ideas of psychological and pedagogical support are actively developed in the works of such scientists as L.V. Bayborodova, N.G. Bityanov, O.S. Gazman, I.V. Dubrovina, S.V. Dudchik, E.I. Kazakova, L.V. R. Muminova, D. A. Nazarova. In a more general sense, scientists define accompaniment as helping a child in overcoming difficulties that arise and in finding answers to pressing questions encountered in the organization of educational activities, as well as as a continuous process of creating conditions for the child to make optimal decisions in various life situations, provided by the work of a team of specialists from various profiles [11].

S.V. Alekhina identifies the main subjects of inclusive education, to one degree or another included in the process of psychological and pedagogical support: a child with disabilities; other children of an inclusive class or group; parents (legal representatives) of all students in a class or group; pedagogical staff of a general
OG Prikhodko singles out the tasks of psychological and pedagogical support in relation to all participants in inclusive education.

For students with disabilities:
- constant monitoring of the psychological and pedagogical status of a student with disabilities in the dynamics of his mental development;
- creation of psychological and psychological conditions for effective adaptation and ensuring success in training;
- providing support in adaptation to new conditions of life;
- providing systematic assistance to children with disabilities in the learning process;
- organization of a comfortable stay of children with disabilities in society, taking into account their mental and physical capabilities;
- in relation to students with normal psychophysical development: prevention and prevention of developmental problems;
- assistance in solving urgent problems of development, education, socialization, including problems related to the establishment of positive relationships with peers, teachers or parents (legal representatives);
- psychological support of educational programs;
- in relation to families of students:
  - systematic psychological assistance to parents (legal representatives) of students;
  - increasing the level of psychological and pedagogical competence of parents (legal representatives);
  - increasing the level of rehabilitation competence of parents (legal representatives) of students with disabilities;
  - assistance in the implementation of the correct choice of an educational route for a child with disabilities;
  - the formation of psychological culture;
- in relation to teachers involved in the implementation of inclusive practice, these educational organization [3].
are:

- increasing professional competence;
- developing the skills of coordinated teamwork;
- the formation of psychological culture [10].

In general, psychological and pedagogical support of children with disabilities is considered as a process of integral activity of all subjects of the educational process. This process is defined by three leading and interrelated components:

- systematic tracking of the dynamics of the child's mental development in the learning process.

In the period of the 2019-2020 academic year, an analysis was made of the effectiveness of the interaction of a speech therapist with participants in educational relations in a preschool educational organization. Participants in educational relations are students, parents (legal representatives) of minor students, teaching staff and their representatives, organizations carrying out educational activities.

In order to improve the quality of correctional and educational work, it is advisable, first of all, to help teachers of inclusive groups harmonize their activities with the work of a speech therapist. Initially, it is important to clarify the situation within the preschool educational institution, for which the questionnaire "Effectiveness of interaction between educators and a speech therapist" was used, which was filled in by educators anonymously. This survey was attended by 16 educators of the preschool educational organization No. 368, who take part in the psychological and pedagogical support of children with disabilities. The quantitative results of the questionnaire are presented in the Table 1.

**Table 1**

<table>
<thead>
<tr>
<th>№</th>
<th>Questions</th>
<th>Number of replies</th>
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<tbody>
<tr>
<td>1</td>
<td>Do you agree with the statement that speech correction is a task not only for a speech therapist, but also for other ECE specialists?</td>
<td>12</td>
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</tbody>
</table>
Do you consider it necessary to contact a speech therapist teacher for advice on the development and correction of the pupils' speech?

Are you interested in the results of the speech diagnostics of your pupils, carried out by a speech therapist teacher?

Do you think it is necessary to follow the recommendations of the speech therapist teacher, or this information is not for you and can be neglected?

Do you consider it necessary to help the speech therapist teacher in consolidating the speech skills and abilities received by children in speech therapy classes?

If the parents (legal representatives) have questions to the speech therapist teacher in his absence, will you notify the speech therapist teacher about these questions?

In your opinion, is there a need to invite a speech therapist teacher to parent-teacher meetings?

<table>
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<tr>
<th></th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>2</td>
<td>Do you consider it necessary to contact a speech therapist teacher for advice on the development and correction of the pupils' speech?</td>
<td>15</td>
<td>1</td>
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<tr>
<td>3</td>
<td>Are you interested in the results of the speech diagnostics of your pupils, carried out by a speech therapist teacher?</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Do you think it is necessary to follow the recommendations of the speech therapist teacher, or this information is not for you and can be neglected?</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Do you consider it necessary to help the speech therapist teacher in consolidating the speech skills and abilities received by children in speech therapy classes?</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>If the parents (legal representatives) have questions to the speech therapist teacher in his absence, will you notify the speech therapist teacher about these questions?</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>In your opinion, is there a need to invite a speech therapist teacher to parent-teacher meetings?</td>
<td>13</td>
<td>3</td>
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</table>

A qualitative analysis of the results of the questionnaire made it possible to highlight the following positive trends:

- teachers consider speech correction a task not only for a speech therapist, but also for other ECE specialists (12 educators, 76%);
- teachers agree with the need to contact a speech therapist for advice on the correction and development of pupils' speech (15 educators, 94%);
- teachers are interested in the results of pupils' speech diagnostics carried out by a speech therapist (14 educators, 88%);
- teachers agree to follow the recommendations of a speech therapist teacher, help to consolidate the speech skills and abilities received by children in speech therapy classes (10 educators, 64%);
- teachers see the need to invite a speech therapist teacher to parent meetings, to notify him of emerging parental issues (13 educators, 82%).

At the same time, the questionnaire made it possible to see the problematic place - the educators rated the level of their speech therapy knowledge as average (11 educators, 68%), there is also a low level (5 educators, 32%). At the same time, in the open-ended questions of the questionnaire, teachers noted that they often turn to a speech therapist for methodological and advisory help, which they effectively use in their work with children with disabilities.
Summarizing the above, it can be noted that the survey revealed the need to increase the level of speech therapy knowledge of educators. Teachers can gain special knowledge through trainings, master classes, consultations, conversations, memos and other forms of work. All activities in this direction are reflected in the annual planning of the speech therapist teacher.

To ensure favorable living conditions and upbringing of the child, effective inclusion in the process of psychological and pedagogical support, it is necessary to strengthen and develop close communication and interaction between the kindergarten and the family. Below are the results of a questionnaire survey of parents in order to determine their psychological and pedagogical competence.

1-fig. Results of the survey.

The analysis of the results of the survey made it possible to draw the following conclusions:

- the majority of parents take an adequate position in the perception of their child’s speech disorders. They recognize violations in the child's speech as a defect, but a removable defect that requires special work, both on the part of teachers and the parents themselves (14 parents, 82%);

- parents are in a low degree ready for active interaction with a speech therapist in the process of eliminating speech disorders, arguing their position with a lack of time (9 parents, 53%);

- parents do not have sufficient speech therapy knowledge (13 parents, 76%). At the same time, they noted the greatest interest in workshops, master classes, attending...
individual classes of a speech therapist (15 parents, 88%).

Thus, the survey showed the need to involve parents (legal representatives) in the correctional and educational process through the use of active forms of interaction with them in order to increase their psychological and pedagogical competence. This, in turn, indicates the need to expand the forms of work with parents (legal representatives) of pupils with disabilities to teach them available methods and techniques for correcting the speech of children.

All activities in these areas should be reflected in the annual planning of the speech therapist teacher, as well as in his work program, which sanctifies not only the planning and conduct of his own work, but also the coordination of the activities of educators and parents (legal representatives), aimed at consolidating the children received in speech therapy lessons knowledge.

Thus, the coordination of the actions of the speech therapist with all participants in educational relations will effectively correct the speech development disorders in children, which will help them easily adapt in the preschool environment, develop and learn successfully. The main areas of work of a speech therapist in the context of inclusive education for children with disabilities.

1. Differentiated (individualized) organization of correctional and educational activities:
   - individual speech therapy lessons;
   - application of health-saving technologies: art therapy, game articulatory gymnastics, music therapy, massage, sand therapy, elements of sensory therapy, theatricalization.

2. Social adaptation of a child in a peer group:
   - demonstration of the achievements of a preschooler in a peer group (correct pronunciation of a new sound, reciting poems, creating situations of success). Such forms of work help to change the attitude of the children's collective towards a child with disabilities.

3. Expansion of the correctional space and active inclusion of a child with disabilities in the life of society:
- joint preparation of numbers for matinees, children's parties, participation in theatrical activities and various other events;
- participation in contests (for example, Internet contests, city contests, drawing contests and creative works).

4. Interaction of participants in the correctional process:
- development of an individual route for a child with disabilities by preschool teachers. Taking part in the development: teacher-speech therapist, teacher-psychologist, educators, head of physical education, head of music education;
- Carrying out joint activities with specialists and educators (organization of pedagogical projects, integrated classes, theatrical performances or stage performances in concert programs, speech therapy rhythm, game articulatory gymnastics, finger gymnastics);
- interaction with teachers of preschool educational institutions: mutual attendance of classes, diagnostics, consultations.

5. Family accompaniment:
- individual lessons "parent-child";
- advisory point;
- family clubs.

6. Creation of a developing subject-spatial environment:
- creation of a developing space for a speech therapy office;
- centers of speech development in preschool groups.

Taking into account modern approaches and requirements for the organization of correctional work with children with disabilities, the speech therapist teacher is recommended to draw up the following documents:

1. Working program of a speech therapist teacher. It is developed by a speech therapist teacher based on the following programs (optional):
   ✓ Filicheva T.B., Chirkina G.V., Tumanova T.V. “Correction of speech disorders. Programs of preschool educational organizations of a compensatory type for children with speech impairments."
   ✓ Muminova L.R., Ayupova M.Yu. “Education and training of preschool
children with phonetic and phonemic underdevelopment.

- Program and guidelines for a preschool educational organization of a compensatory type.

- Muminova L.R., Ayupova M.Yu. "Program for teaching children with underdeveloped phonetic structure of speech."

- Muminova L.R., An approximate program of correctional and developmental work in a speech therapy group for children with OHP.

- Abidova N.Z., An approximate program of correctional and developmental work on the development of oral speech for children with visual impairments.

- Shokirova Sh.D., An approximate program of correctional and developmental work on the development of grammatical speech for children with OHP.

The work program is reviewed and approved by the pedagogical council of the preschool educational organization.

1. Individual adapted educational program for each child with disabilities (correctional block). A speech therapist at a preschool educational institution implementing inclusive practice develops a correction component of an individual adapted educational program. As part of the correctional component, the directions, forms, methods and techniques of corrective speech therapy influence with a specific child are outlined.

2. Planning of the main directions in correctional and developmental speech therapy work depends on the main and concomitant diagnoses in a child with disabilities. The selection of methods and forms of work organization also depends on the characteristics of the child's psychophysical development, the level of general development and the structure of his defect. A speech therapist teacher should be ready to use methods and means of work from related fields, for example, the use of methods of typhlo-, deaf-, oligophrenopedagogy and special psychology.

3. Schedule of work and cyclogram of working time.

4. Notebook of minutes of meetings of the psychological, medical and pedagogical commission (PMPK).

5. Speech card for each pupil.
6. Work plans:
  - annual plan;
  - long-term work plan;
  - a calendar plan of frontal, individual and individual - subgroup lessons.

7. Notebook for the attendance of children in classes.

8. Notebook of working contacts of a speech therapist and educators.

9. Notebook of interaction between speech therapist and ECE specialists.


11. Passport of the speech therapy office.


Teachers and the administration of an educational organization, who have accepted the idea of inclusion, especially urgently need to work out the mechanisms of interaction between all participants in the educational process, where the central figure is a child with disabilities.

Interaction of a speech therapist teacher with educators of a preschool educational organization.

The following forms of joint activity of a speech therapist and preschool educators are recommended during the academic year:

1. Group forms of work:
   a) pedagogical councils (September, January, May) on approximate topics:
      - "Results of primary diagnostics" has the goal of getting acquainted with speech therapy tasks and the work plan for the academic year, activating educators to work together with a speech therapist teacher on the development of children's speech;
      - "Intermediate results of correctional and speech therapy work" in order to get acquainted with speech therapy tasks and the work plan for the second half of the current academic year;
      - "Dynamics in the speech development of children" in order to summarize the results of correctional work, announcement of gratitude for active cooperation.
   b) mini-pedagogical councils with the participation of teachers, which are devoted to the analysis of deficiencies in speech development and the choice of means
of corrective influence in relation to each pupil of the group;

c) open classes of a speech therapist teacher in order to familiarize educators with the basic teaching methods, the selection of visual and speech material, as well as with the requirements for the speech of children. Educators directly in the classroom assess the capabilities and abilities of each child. Open classes of educators, in which the speech therapist teacher checks the correctness of the selection and use of methods and techniques of work to consolidate speech skills in children;

d) joint preparation for children's holidays at the preschool educational institution (New Year, Defender of the Fatherland Day, International Women's Day, etc.);

e) round tables, creative living rooms, workshops.

1. Individual forms of work:

a) consultations on the state of speech of a particular child, the impact of severe speech disorders on the emotional-volitional sphere of the preschooler, on his behavior in the classroom and outside; clarification of the role of educators in overcoming speech disorders, as well as the prevention of violations of written speech; recommendations for carrying out corrective speech therapy work in the process of regime moments to increase the level of speech development of a child with disabilities;

b) conducting open individual lessons with the aim of teaching educators specific methods of correctional work with a particular child, as well as demonstrating the success achieved by the child.

Interaction of a speech therapist teacher with parents (legal representatives) of children with disabilities.

The implementation of inclusive education involves the active involvement of parents (legal representatives) of children with disabilities in the correctional process. A speech therapist teacher needs to structure his communication with the parents of a child with disabilities in such a way as to constantly convince them in the most tactful and intelligible way of the need for correctional work, to outline the prospects and prognosis of the development of the child's speech, to point out the relationship between speech and thought processes. The task of the specialist is to help parents
legal representatives) realize their role in the development of their child, equip with certain methods and techniques for overcoming speech impairment, fill home lessons with children with specific content to assimilate and consolidate the acquired knowledge. This can be done through:

- Familiarization of parents (legal representatives) with the results of diagnostics of the child's speech development. This is the initial stage of the inclusion of parents (legal representatives) in the correctional process. Parents (legal representatives) must have information about age characteristics, peculiarities of disorders in the development of their child's speech;

- familiarization of parents (legal representatives) with the content of correctional and speech therapy work as a component of individual AOP;

- teaching parents (legal representatives) specific methods and techniques for conducting correctional classes with a child, adequate ways of communication and behavior with him, i.e. increasing the psychological and pedagogical competence of parents (legal representatives);

- active involvement of parents (legal representatives) in the organization of conditions conducive to the effectiveness of correctional and developmental work, for example, the creation of family albums, albums of the child's individual dictionary, the selection of photographic materials for organizing correctional classes at home.

It is important for a speech therapist teacher to competently and rationally combine various forms of work with the families of pupils:

1. Individual forms of work: questionnaires, individual conversations and consultations, individual workshops, recommendations for homework.

2. Collective forms of work: parent meetings, "round tables", thematic living rooms, workshops, joint entertainment, integrated parent-child events, work within the framework of the Open Day, open classes, participation in family clubs, review contests, counseling parents through publications and mass media.

3. Visual and informational forms of work: information stands, printed consultations (brochures, folders, leaflets, leaflets), thematic exhibitions, multimedia presentations.
Increasing the psychological and pedagogical competence of parents (legal representatives) of children with disabilities and their involvement in the correctional and educational process involves the use of active forms of interaction with them. For example, the Parents' Club is a popular form of organizing interaction with the families of pupils, simultaneously affecting the entire teaching staff. It is important that the speech therapist teacher is actively involved in this activity and, within the framework of the team approach, activates the parents (legal representatives) raising children with disabilities, in particular those with speech problems.

Thus, the creation of conditions for the full development of children with disabilities, adequate to their condition and health, is a condition for the successful implementation of inclusion in a preschool educational organization, as well as the implementation of a personality-oriented approach to each child.

In the studies of N. Yu. Grigorenko, Zh. I. Zhuravleva, O. G. Prikhodko, T. V. Shumilova, the specificity of the professional activity of a speech therapist in the context of inclusive education is noted. This applies, in particular, to such main areas of activity of a speech therapist as diagnostic, correctional and developmental, organizational and methodological, advisory and educational and preventive work.

Features of the diagnostic direction of work

The specifics of working with children with disabilities begins at the stage of diagnosing the child's current level of development. As in the case of ordinary pupils, through a thorough special examination, the speech therapist reveals the individual characteristics of speech development and the possible causes of problems in development, education, training and socialization. A speech therapist teacher should take into account that the majority of children with disabilities have features of higher mental functions: an insufficient level of cognitive activity, immaturity of motivation for learning activities, decreased efficiency and voluntary attention [6]. Often, children with disabilities have severe systemic speech underdevelopment, the so-called "speechless" children, certain difficulties with communication are possible (as, for example, in children with autism spectrum disorders), in such cases, standard diagnostic materials and speech cards are not effective.

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The teacher-speech therapist of inclusive practice needs to have a multilevel diagnostic material that allows a child with disabilities of any category to identify the zone of his proximal development, which makes it possible to track the dynamics of speech success in order to build a speech correction program that is adequate to the child's current capabilities and gradually becoming more complicated.

As sources of diagnostic tools, they use scientific and practical developments by S.D. Zabramnaya, I.Yu. Levchenko, E.A. Strebeleva, M.M. Semago, and for children with autism spectrum disorders, a diagnostic card developed by K.S. Lebedinskaya and O.S. Nikolskaya [5]. The speech therapy teacher presents the results of speech therapy diagnostics at the scheduled PMPk meeting.

Features of the correctional and developmental direction of work

According to federal regulations, when organizing inclusive practice in a preschool educational organization, an individual adapted educational program is developed for each child with disabilities, which includes a correctional block. A speech therapist teacher develops a corrective component of an individual AOP, which contains the main directions, forms, methods and techniques of speech therapy influence [8]. It is important to note that gradually, with the development of the abilities and speech of a child with disabilities, it is necessary to plan to conduct classes in inclusive mini-groups. For this, a child with disabilities is united in a microgroup with one to three normally developing peers. This form of joint organization of the lesson allows you to expand communicative contacts, socialize a child with disabilities, and also use imitative activities to activate his cognitive sphere, form new speech skills and consolidate previously learned ones.

Features of the organizational and methodological direction of work

During the academic year, the speech therapist teacher draws up and maintains the basic documentation: a speech card for each child, long-term and calendar work plans, individual notebooks for each child, an annual report on the results of correctional education. The speech therapist teacher participates in methodological associations, meetings of the PMPC, timely replenishes the speech therapy room with new didactic games and manuals, as well as methodological literature. A speech
therapist teacher needs to constantly improve his own scientific and methodological potential, studying information about the inclusive education system in order to create the necessary conditions for children with disabilities (in particular, with severe speech impairments) on the basis of a general educational organization, as well as new provisions in regulatory legal acts.

Features of the advisory and educational direction of work

An inclusive educational space involves the active involvement of parents (legal representatives) of pupils with disabilities and teachers of an educational organization in the correction process, which is implemented by a speech therapist teacher through:

- individual and group counseling of a family on speech development and communication of children with disabilities, increasing the psychological and pedagogical competence of parents (legal representatives) of children with disabilities in the ontogenesis of oral and written speech, manifestations of violations of the components of the speech system, selection of the simplest methods of speech therapy work for correction speech disorders in children;

- advising teachers and other participants in the educational process on issues of speech ontogenesis and dysontogenesis, creation of a speech developmental environment, emerging problems associated with the development, education or upbringing of a child with disabilities in the process of implementing inclusive practice [4].

The peculiarity of the preventive direction of work is the timely prevention of possible secondary speech disorders in a child with disabilities, the creation of conditions for their full-fledged speech development at each level of general education.

**Conclusion**

Thus, each area of professional activity of a speech therapist is included in a single process of psychological and pedagogical support of children with disabilities and, within the framework of inclusive education, acquires special significance, since it is focused not only on overcoming speech disorders, but also on socialization and adaptation of this category of children to environment of normally developing peers.

Currently, the organization of speech therapy assistance in preschool general
education organizations is undergoing significant changes associated with inclusive trends. A speech therapist teacher of any preschool educational organization should be included in the system of psychological and pedagogical support of children with various structures of the defect and provide them with all possible support and correction of the speech and cognitive processes identified in them.

The chapter presents guidelines for organizing the work of a speech therapist, which contain several blocks:

- a package of regulatory documents on which a speech therapist teacher works in an inclusive education;
- internal documents of a preschool educational organization affecting the work of a speech therapist teacher;
- work with children with disabilities;
- interaction with specialists, as well as educators of inclusive groups;
- cooperation with parents (legal representatives) of pupils with disabilities, organized by a teacher-speech therapist and a teacher-psychologist of a preschool educational organization that implements inclusive practice.

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