

# Developing the Pedagogical Skills of Future Speech Therapists

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**Abstract:** This article analyzes the theoretical and methodological foundations and effective ways of developing pedagogical mastery in future speech therapists. It highlights that the pedagogical mastery of a speech therapist is closely connected with professional training, the ability to organize speech and pedagogical activity, communicative competence, reflective approach, empathy, and creative activity. The article reveals the potential of interactive methods, problem-based learning, practical classes, pedagogical observation, reflective analysis, training sessions, and project-based activity in the formation and development of pedagogical mastery in future speech therapists. It also substantiates that the systematic implementation of these methods in the educational process contributes to the improvement of professional competence, pedagogical culture, and creative potential of future speech therapists.

**Keywords:** Speech therapist, future speech therapist, pedagogical mastery, professional competence, communicative competence, reflection, empathy, interactive methods, problem-based learning, practical classes.

**Introduction:** In the current conditions of globalization and modernization of the education system, the issue of high-level training of pedagogical personnel is becoming particularly relevant. In particular, in the training of specialists working in the field of special pedagogy and speech therapy, not only theoretical knowledge, but also the formation of high pedagogical skills is important. Because the professional activity of a speech therapist includes such complex tasks as eliminating speech defects in children, developing their cognitive activity, ensuring their social adaptation, and supporting their mental state.

The pedagogical skills of a future speech therapist are one of the main factors determining the effectiveness of his professional activity. Pedagogical skills are manifested in the ability of a speech therapist to establish effective communication with children with speech defects, provide an individual approach, correctly organize correctional and developmental classes, select appropriate methods, and demonstrate a creative approach in the educational process. Therefore, the development of pedagogical skills of future speech therapists is one of the priority tasks of

the higher education system.

Pedagogical skills are the ability of a teacher to organize professional activities with high efficiency, purposefulness, scientifically and creatively. It consists not only of a set of knowledge and skills, but also includes such qualities as pedagogical thinking, speech culture, professional observation, pedagogical tact, empathy, reflection and innovative approach. The role of pedagogical skills in the work of a speech therapist is especially important. Because a speech therapist must demonstrate a high level of professional approach in the process of identifying a child's speech problems, developing individual programs to eliminate them, organizing corrective exercises and establishing cooperation with parents and teachers. In this sense, pedagogical skills provide an integral connection between the professional training of a speech therapist and his practical activities.

The development of pedagogical skills in future speech therapists has a direct impact on improving the quality of their future work. A specialist with pedagogical skills organizes his activities on the basis of a clear goal, takes an individual approach to each child, creates a

favorable psychological environment in the educational process and increases the effectiveness of speech therapy.

Also, pedagogical skills facilitate the process of professional adaptation of the future speech therapist. Pedagogical observation, communicative skills, reflexive abilities and practical experience formed in a higher educational institution serve as an important basis for a graduate to start independent work. Thus, the development of pedagogical skills ensures the professional maturity and competitiveness of the future speech therapist.

Interactive methods in the educational process are an important tool for increasing the activity of students, developing independent thinking and forming a communicative culture. Methods such as "brainstorming", "debate", "role-playing", "case study", "cluster" develop the skills of future speech therapists to analyze pedagogical situations, make quick decisions and find solutions to practical problems. In particular, the role-playing method allows for a deep understanding of the relationship between the speech therapist, child and parent.

A problem situation in education teaches students to think independently about complex pedagogical situations, draw logical conclusions and make scientifically based decisions. In the process of analyzing problem situations related to speech therapy, the professional thinking, pedagogical sensitivity and creativity of future specialists develop. This method serves to connect theoretical knowledge with practical tasks.

Practical exercises are of decisive importance in the formation of pedagogical skills. By connecting theoretical knowledge with practice, future speech therapists develop skills in planning corrective and developmental activities, organizing articulation exercises, identifying the characteristics of speech disorders, and applying an individual approach. Practical training increases the student's self-confidence and strengthens their professional training.

Pedagogical observation allows future speech therapists to study the activities of experienced specialists, analyze real educational situations and master best practices. Observations in special schools, speech therapy centers, preschool educational organizations and rehabilitation centers broaden the professional worldview of students, develop observation and analytical thinking in them.

Reflective analysis in education forms a critical approach of the future speech therapist to his own activities and personal development. Through self-assessment, writing a reflective essay, keeping a diary

and analytical conversations after classes, students identify their achievements and shortcomings, determine the directions of future development. This serves to improve the internal mechanisms of pedagogical skills.

Pedagogical training in education is considered an effective method for developing communicative competence, emotional stability, empathy, pedagogical tact and a culture of communication. Since communication plays a leading role in the professional activity of a speech therapist, such trainings strengthen the future specialist's ability to establish effective cooperation with children, parents and teachers.

Project activities in education develop independent research, creativity, initiative and practical responsibility in students. Project work, such as the development of speech therapy games, sets of exercises, correctional programs or methodological recommendations for parents, serves to improve the pedagogical skills of future speech therapists. This method forms a result-oriented approach.

Pedagogical conditions for the development of pedagogical skills

For the effective development of pedagogical skills in future speech therapists, it is necessary to adhere to a number of pedagogical conditions.

- First of all, the educational process should be organized in a harmonious combination of theory and practice.
- Secondly, a person-oriented approach in education is a priority, taking into account the individual capabilities and interests of the student.
- Thirdly, it is important to create a positive psychological environment based on cooperation between the teacher and the student.
- Fourth, the targeted use of modern pedagogical technologies and innovative methods contributes to the consistent development of pedagogical skills of future speech therapists.

The development of pedagogical skills of future speech therapists is an important factor in preparing them as professionally mature, pedagogically capable and socially responsible specialists. Pedagogical skills are manifested in the harmony of theoretical knowledge, practical skills, communicative competence, reflexive approach, empathy and creative activity of a speech therapist.

## **CONCLUSION**

In conclusion, it should be noted that interactive methods, problem-based learning, practical exercises, pedagogical observation, reflexive analysis,

pedagogical training and project activities are effective methods for developing the pedagogical skills of future speech therapists. As a result of the consistent and systematic application of these methods in the educational process, it is possible to train speech therapists who are competitive, skilled and able to work in accordance with modern requirements.

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