

The Leading Role Of Communication And Interaction In The Work Of A Speech Therapist: Organization Of Correctional And Pedagogical Assistance In Working With Children With Developmental Disabilities

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Abstract: This article highlights the importance of the communicative competence of a speech therapist in the process of providing correctional and pedagogical assistance to children with developmental disabilities. The professional training of a speech therapist, the components that determine his professional competence, in particular, readiness for communication, pedagogical techniques, socio-psychological approach, emotional-intellectual maturity, diagnostic and organizational competencies, are analyzed based on scientific sources. The study substantiates that the pedagogical interaction of a speech therapist with a child is a decisive factor determining the effectiveness of the correctional process. The psychological and pedagogical mechanisms of communication, as well as the theoretical and practical foundations of the formation of communicative competence in working with children with developmental disabilities, are revealed. The article scientifically substantiates the priority importance of communicative competence in the process of training speech therapists. The role of communication in the correctional and pedagogical activities carried out by a speech therapist with children with developmental disabilities is analyzed in depth.

Keywords: Speech therapist, child with developmental disabilities, communication, pedagogical activity, component, correctional and pedagogical system, socio-psychological support.

Introduction: The organization of education and upbringing of a child with developmental disabilities at a qualitatively new level requires the formation of other approaches to the training of future speech therapists to work with this category of children. The organization of correctional-pedagogical and socio-psychological assistance to a child with developmental disabilities by a speech therapist is one of the urgent tasks of special pedagogy. From the point of view of the process of professional training of a speech therapist, readiness and ability for effective professional activity are manifested as professional competence. Professional competence includes various interrelated components, each of which can be expressed by a specific (specific) type of competence reflecting the specific features of professional activity [2,54]. It was necessary to distinguish the component that is part of the professional competence of a speech therapist and ensures the effective implementation of the specialist's

professional activities. To this end, we studied the specific features of the professional activity of a speech therapist and conducted a survey among practitioners, during which it was necessary to identify the most important skills, abilities, and qualities of a specialist of this type, which, in their opinion, determine success in professional activity. The content of the work of a speech therapist consists in promoting the mental and physical development of the child, correcting and compensating for existing defects in the child's development, and its success is largely determined by the speech therapist's ability to establish pedagogical interaction with the child.

Thus, human interaction in all its forms is a complex and multifaceted process, which can simultaneously act as a process and a relationship of people to each other, their interaction with each other, and a process of their sympathy and mutual understanding. It is clear that joint activity and interaction are mutually

conditioned: on the one hand, joint activity is possible if people interact, and on the other hand, the interaction of individuals is ensured by joint activity. Activity is the most important feature that reveals the specificity and essence of interaction.

Pedagogical activity, which includes training and education, has a specific feature of interaction in the "speech therapist-child" system. In the works of L.S. Vygotsky, it is proven that the lack of relationships implemented within the framework of interaction has a very negative impact on the physical and mental development of the child, his health, the formation of negative personal qualities, fears, psychological defenses. Success in solving the tasks facing special pedagogy, such as a more accurate differentiation of developmental disorders, rehabilitation and socialization of children with developmental disabilities, depends on the skills of the speech therapist in interacting with the child [1,54]. The interaction of the speech therapist and the child is unique and is inextricably linked with such categories as communication and activity. Communication is a process of interdependence and interaction of social subjects (classes, groups, individuals). The exchange of activity, information, experience, abilities, skills and abilities, as well as the results of activity, is one of the necessary and excellent conditions for the formation and development of the individual. In the process of communication, social experience is given and assimilated, the structure of the essence of interacting subjects changes, the human personality is formed, and the socialization of the individual occurs [2,83].

Every human action is not only a technical operation in relation to an object, but also an action in relation to another person who expresses a reaction to it [3,56].

The relationship manifested in interpersonal communication is always a system of communicative actions, the main feature of which is the presence of a subjective meaning of the actions of the communicating people. Thus, the communication of a speech therapist with a child with developmental disabilities is a necessary component and condition for successful pedagogical activity.

V.N. Myasishev considered communication as a process of interaction of certain individuals who reflect each other in a certain way, are connected with each other and influence each other [2,46]. He considered communication to be the main process of direct or indirect technical means of human interaction. In it, he distinguished three closely related components: the interaction of participants with each other (mutual understanding), their attitude to each other (behavioral component of interaction), speech forms

and non-speech behavior, proceeding from a certain concept [3,134].

A. A. Bodalev proposes to consider communication as an interaction between people, the content of which is the exchange of information through various means of communication in order to establish relationships between them [2,15]. The author sees the main task of education in understanding what kind of educational impact this or that type of influence has on a person from among those specially organized by people and in learning to control his actions. Taking into account the above, it should be said that the determining condition for competent pedagogical interaction with a child with developmental disabilities is the perfect mastery of the pedagogical-defectologist's means of pedagogical influence - pedagogical techniques, all verbal and non-verbal means of communication with children. To implement competent interaction with a child, a pedagogical-defectologist needs certain skills and knowledge. From the position of the competency approach, they form competencies that characterize a certain level of competence (inability) of a specialist teacher-defectologist in organizing and implementing interactions with this category of children.

The readiness of a speech therapist to communicate and the development of communicative competence are the central factors in corrective work with children with developmental disabilities. Communication has a positive effect not only on speech correction, but also on the personal development, emotional state, social adaptation and general activity of the child. Therefore, the formation of communicative competence in the process of training speech therapists should be one of the priority tasks. This determines the effectiveness of solving professional tasks (development of the child's personality, his socialization, prevention and correction of disorders of the child's mental and physical systems).

In establishing effective correctional and pedagogical activities with children with developmental disabilities, along with the communicative competence of a speech therapist, his reflexive, emotionally stable, diagnostic, organizational and informational competencies are also of great importance. The professional training of a specialist is not limited to the acquisition of theoretical knowledge, but also requires the formation of practical skills aimed at determining the individual development trajectory of the child, in-depth analysis of his speech and psychological needs.

Emotional and intellectual maturity is also distinguished as a separate component in the professional competence of a speech therapist. This is manifested in such processes as the speech therapist's ability to perceive the psychological state of the child,

establish psychological contact, provide emotional support, and form the child's motivation. Such conditions allow the speech therapist to organize the correctional process in a comfortable, reliable and safe environment for the child.

Modern special pedagogy also requires speech therapists to have the skills to work with innovative technologies, in particular multimodal communication, ICT tools, interactive programs, and digital platforms for speech development. They provide a multi-channel approach to child development and contribute to the comprehensive development of speech, cognitive, and social skills.

In increasing the effectiveness of corrective pedagogy, the speech therapist's ability to establish constructive communication with parents also plays a special role. Because the development of the child and the elimination of speech problems must be carried out on the basis of the speech therapist-parent-child triangle. Increasing the pedagogical literacy of parents, involving them in the process of developing the child's speech, and providing advice on individual home exercises are directly related to the communicative competence of the speech therapist.

In addition, diagnostic competence plays an important role in the work of a speech therapist. Identifying the speech development of children with developmental disorders, selecting psychodiagnostic methods, analyzing results, and developing individual correction programs are components of this competence. The diagnostic process is aimed not only at determining the degree of the defect, but also at determining the potential capabilities of the child, his development reserves.

Thus, the communicative competence of a speech therapist develops in an integrative manner with other professional competencies, and they have a complex impact on the personal, social and speech development of the child in an interconnected manner. The readiness of a specialist for communication is a central factor determining the quality of the corrective effect and serves to increase the effectiveness of pedagogical assistance provided to children with developmental disabilities.

CONCLUSION

Correctional and pedagogical activities with children with developmental disabilities require a speech therapist to have deep theoretical knowledge, high-level practical skills and developed communicative competence. The communication process has a complex impact on the speech, emotional, social and intellectual development of the child, therefore the readiness of a speech therapist for communication is

considered a central component of professional competence. The communicative competence of a speech therapist is inextricably linked to his mastery of pedagogical techniques, effective use of verbal and non-verbal means of communication, proper organization of diagnostic activities, ability to identify the child's needs and create individual development programs. Also, such qualities as emotional-intellectual maturity, empathy, reflection and pedagogical tact, which determine the quality of the communication process, are of particular importance in the practical work of a speech therapist. In modern special pedagogy, the speech therapist's cooperation with parents, the ability to use innovative technologies, the use of multimodal communication and interactive methods increase the effectiveness of correctional work. Therefore, one of the urgent tasks in the process of training speech therapists is the development of communicative competence, the formation of a set of professional competencies and their strengthening through a practice-oriented training system. The ability of a speech therapist to establish effective interaction with a child with developmental disabilities is the foundation of correctional and pedagogical activity. The development of a specialist's communicative, diagnostic, emotional, and pedagogical competencies serves to provide comprehensive support aimed at the child's personal, speech, and social development.

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