

Supporting Children with Speech Dyspraxia in Inclusive Educational Environments

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Abstract: This article analyzes the methodology and pedagogical approaches for effective work with children with speech dyspraxia in an inclusive educational environment. Speech dyspraxia is characterized by a violation of motor and speech planning processes in children, which significantly affects the learning process. The article considers speech therapy classes, individual and group approaches, as well as methods for adapting the learning process.

Keywords: Inclusive education, speech dyspraxia, speech therapy, pedagogical methodology, individual approach.

Introduction: In recent years, the concept of inclusive education has become widespread in the world and in Uzbekistan, aimed at ensuring the education of children with disabilities in a general school environment. Inclusive education serves not only to support the child's academic development, but also to develop his social, emotional and communicative skills. At the same time, working in an inclusive environment requires a high level of qualification, an individual approach and innovative methodologies from teachers.

Speech dyspraxia is characterized by a violation of the processes of speech motor control and planning in children. In this case, the child has difficulty pronouncing words, has difficulty remembering complex words and phrases, and the speed and rhythm of speech are uneven. As a result, the child has difficulty expressing his thoughts clearly in a school environment and may have low success in the educational process. Therefore, working with children with speech dyspraxia requires a special speech therapy and pedagogical approach.

The main goal of working with speech dyspraxia in inclusive education is to develop the child's speech motor skills, strengthen pronunciation, and improve social and academic skills. This process is carried out not

only through speech therapy sessions, but also through the adaptation of educational materials, visual and audio aids, as well as individual and group lessons. At the same time, close cooperation between teachers and speech therapists is important in inclusive education, since the child's development is ensured through constant monitoring and a flexible pedagogical approach.

LITERATURE ANALYSIS

The existing scientific literature on the topic of working with children with speech dyspraxia in inclusive education has been analyzed in various ways. For example, Y.V. Nazarova extensively analyzes the methodological foundations of speech therapy work with children with speech dyspraxia and describes methods for developing a child's pronunciation through various speech exercises. This source shows the importance of an individual approach in inclusive education.

The work of N.I. Vlasova practically studies speech therapy and pedagogical methods in children with speech dyspraxia. The author gives recommendations for working in a group of children, effective organization of speech exercises using visual and audio aids. This resource demonstrates the effectiveness of group

classes in an inclusive environment.

M. Otabekova analyzes inclusive education in its theoretical and practical aspects. The author provides extensive information on the integration of children with disabilities in the educational process, cooperation between teachers and speech therapists, as well as the need to adapt educational materials. This resource serves as the basis for a systematic analysis of the pedagogical approach in the article.

I.V. Sokolova's work provides practical recommendations and exercises for correcting speech dyspraxia. The authors present methods for developing speech motor skills, pronunciation exercises, and shaping a child's speech through visual and kinesthetic aids. This resource allows for the practical application of speech therapy exercises in the article.

METHODOLOGY

The article used theoretical analysis, observation and experimental training methods in working with children with speech dyspraxia in inclusive education. During the study, children's speech motor development, pronunciation exercises and social interaction skills were assessed. The results were summarized on the basis of qualitative and quantitative analysis.

RESULTS AND DISCUSSION

Speech dyspraxia is a developmental disorder that occurs as a result of a disorder of the central nervous system in speech motor control and planning. This disorder leads to difficulties in children's ability to pronounce words, coordinate speech motor movements and form complex phrases.

The main features observed in children with speech dyspraxia are:

1. Pronunciation difficulties - errors in pronouncing words clearly and correctly, sometimes replacing parts of words or sounds.
2. Irregularity in the rhythm and speed of speech - speech may be slow, fragmented, or the speed may be irregular.
3. Difficulty remembering complex words and phrases - difficulty retaining new words or long phrases in their entirety and using them in speech.
4. Social communication difficulties - inability to express oneself clearly, shyness in participating in conversations.
5. Motor coordination difficulties - difficulties in coordinating the movements of the muscles (tongue, lips, throat) associated with oral speech, as well as sometimes minor inconsistencies in the coordination of the whole body.

As a result, a child with speech dyspraxia faces difficulties in actively participating in the learning process and developing social relationships in a school environment. Therefore, working with such children requires a special speech therapy and pedagogical approach.

The main goal of effective work with children with speech dyspraxia in inclusive education is to develop the child's speech motor skills, strengthen pronunciation, and improve social and academic skills. This process is carried out not only through speech therapy sessions, but also through the adaptation of educational materials, visual and audio aids, as well as individual and group classes.

Basic principles of work in inclusive education

Principle	Description
Individual Approach	Each child's speech and motor skills are assessed individually, and tailored exercises are designed according to their strengths and weaknesses.
Adaptation of Group Activities	Children with speech dyspraxia are gradually involved in group activities with support, ensuring active participation in interactive and engaging tasks.
Visual and Audio Supports	Use of pictures, flashcards, videos, music, and audio recordings to enhance learning and make speech exercises more memorable and effective.
Speech Therapy	Specialized exercises targeting articulation, pronunciation,

Sessions	and speech rhythm to strengthen the child’s speech motor skills.
Collaboration Between Teachers and Speech Therapists	Continuous teamwork between educators and speech therapists ensures monitoring of development and adapts activities according to individual needs.
Continuous Monitoring and Flexibility	The child’s progress is regularly tracked, and teaching methods, exercises, and materials are adjusted to provide optimal support and foster academic and social integration.

The main task in working with children with speech dyspraxia is the development of speech motor skills. This process is aimed at strengthening the child's pronunciation, improving the rhythm and articulation of speech, and is carried out through the following methodological approaches:

1. Articulation exercises - exercises aimed at developing the muscles of oral speech. They serve to strengthen the movement of the muscles of the tongue, lips, throat and jaw. For example, exercises for curling the lips, moving the tongue up and to the sides, and sound production. These exercises increase the ability to pronounce words clearly and correctly.
2. Pronunciation development exercises - help improve pronunciation by dividing words and phrases into segments, using dialects and rhythmic oral exercises. Children strengthen pronunciation by repeating new words and maintaining the rhythm of speech.
3. Kinesthetic and visual exercises - develop speech motor skills by showing speech movements and expressing words with gestures. This method attracts children's attention and makes the process of speech formation interesting.
4. Audio guides - rhythmic music, audio recordings and audio exercises are effective tools for improving pronunciation and speech rhythm. At the same time, they develop children's listening and word memorization skills.
5. Group and interactive games - activities aimed at developing children's social and communicative skills. Through games, speech exercises are conducted in an interesting and motivating way, and children also learn to communicate and cooperate with each other.

6. Individual lessons - special attention is paid to the child's weaknesses and special exercises are planned. These lessons serve to accelerate the child's development and increase effectiveness.

As a result, the speech motor development methodology helps to increase the child's ability to clearly express his thoughts in an inclusive education environment, ensure social and academic integration. When this methodology is used in close cooperation by teachers and speech therapists, the child's development process becomes more effective.

Adaptation of the educational process is important when working with children with speech dyspraxia in inclusive education settings. The adaptation process includes learning materials, methods, and pedagogical strategies that are tailored to the individual developmental needs of the child.

The teaching materials are adapted to the child's speech level, complex words and phrases are broken down into parts and presented in an understandable way. The lessons use visual aids, such as pictures and cards, audio aids, including music and voice recordings, as well as kinesthetic activities. This attracts children's attention and makes the speech exercises memorable.

New words, phrases and exercises are repeated several times, through which the child gradually carries out the process of mastering and consolidates the result. The tasks are adjusted in terms of complexity in accordance with the child's capabilities, which allows for successful work and maintaining motivation.

Also, the learning process is made interesting and effective by encouraging the child to actively participate, positively assessing and encouraging the results achieved. In group classes, the child has the

opportunity to communicate, cooperate and talk with other children, which helps to develop his social skills.

Adaptation Method	Description
Simplification of Learning Materials	Texts, instructions, and tasks are adapted to the child’s speech level, breaking complex words and phrases into smaller, understandable parts.
Enrichment of Teaching Tools	Use of visual (pictures, flashcards), audio (music, recordings), and kinesthetic tools to make lessons engaging and enhance memory retention.
Repetition and Practice Opportunities	New words, phrases, and exercises are repeated multiple times to ensure gradual learning and consolidation of skills.
Flexible Task Design	Tasks are adjusted in complexity according to the child’s abilities, allowing successful completion and maintaining motivation.
Motivation and Encouragement	Children are encouraged to actively participate, and their achievements are positively reinforced to keep learning enjoyable and effective.
Support for Social Integration	Group activities provide opportunities for interaction, collaboration, and communication, promoting the child’s social skills development.

In the process of working with children with speech dyspraxia in inclusive education, regular observation and evaluation of results are an integral part of pedagogical activity. Observation and evaluation are carried out through the analysis of children's speech motor development, pronunciation exercises and social interaction skills.

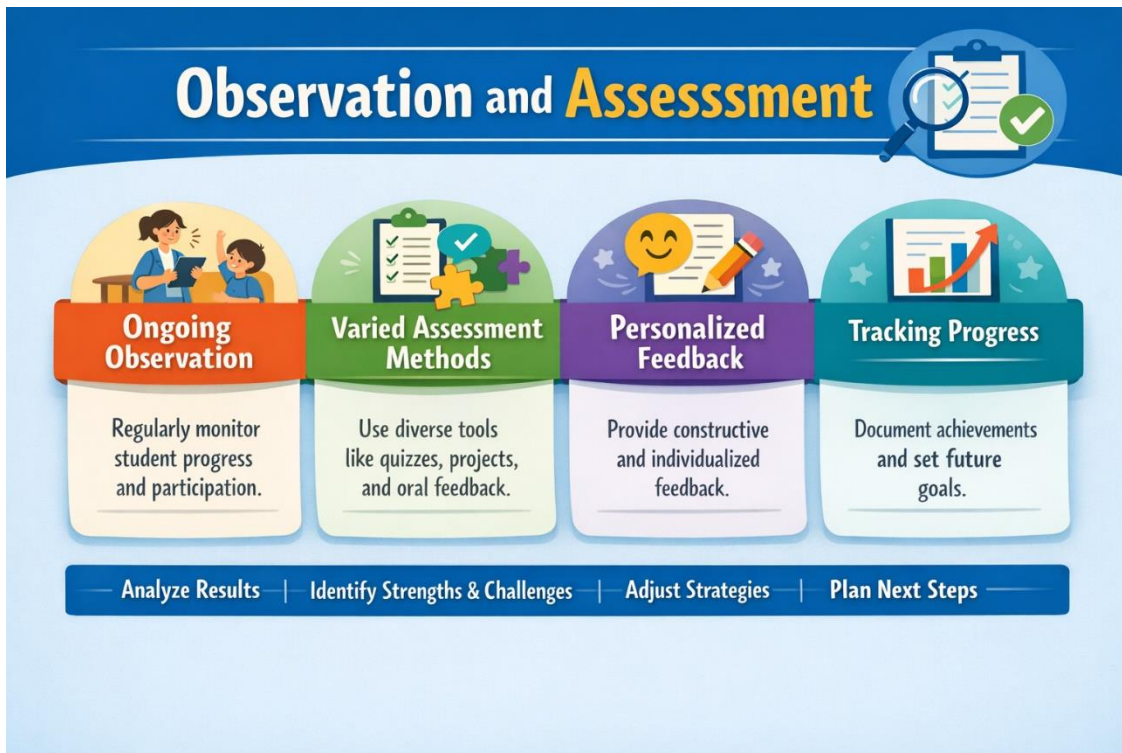
During the assessment process, the child's correct pronunciation of words and phrases, the rhythm and speed of speech, articulation accuracy, as well as the ability to use complex phrases in oral speech are carefully monitored. At the same time, the child's activity in group classes, participation in communication with other children and adaptation to social integration are also included in the assessment process.

The purpose of observation is to determine the level of individual development of the child, identify his weaknesses and strengths, as well as adjust pedagogical strategies to increase the effectiveness of the classes. Educators and speech therapists constantly analyze the results of observation and adapt the content, methods and teaching materials to the needs of the child.

The assessment process is not limited to speech skills; it also includes children's motivation, participation in the learning process and social activities. Through regular observation, teachers can determine which exercises the child is mastering more easily and in which areas additional support is needed. This allows the child's specific development pace and individual needs to be taken into account, and the lessons become more effective and productive.

Constant monitoring and assessment increase children's motivation in the learning process, facilitate the learning process and encourage them to achieve success. At the same time, close cooperation and a competent approach between teachers and speech therapists serve to ensure the child's speech, academic and social development.

As a result, the process of observation and evaluation of results increases the effectiveness of working with children with speech dyspraxia in inclusive education settings, adapts the pedagogical approach, and strengthens the child's social and academic success.



CONCLUSION

Working with children with speech dyspraxia in inclusive education is an important part of the pedagogical process, requiring an individual approach, speech therapy sessions, and adaptation of the learning process. Speech dyspraxia is characterized by difficulties in controlling and planning speech motor skills in children, which directly affects the child's ability to clearly express his thoughts and achieve success in the learning process.

As noted in the article, the speech motor development methodology, visual and audio guides, individual and group lessons are effective tools for shaping a child's speech. By adapting the learning process, simplifying tasks, encouraging and social integration, it is possible to increase the child's motivation and ensure active participation.

Regular monitoring and evaluation of results help teachers and speech therapists determine the pace of development of children, adapt classes, and develop children's speech, academic and social skills. Thus, working with children with speech dyspraxia in an inclusive education setting requires a systematic, flexible and effective pedagogical approach that creates a supportive environment that responds to their specific needs and ensures successful development.

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