

Methods of Developing Motivational and Value Orientation in Future Speech Therapists

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Abstract: This article highlights the theoretical foundations and practical methods for developing motivational and value-based orientation in future speech therapists. It analyzes the importance of forming professional motivation, humanism, pedagogical responsibility, empathy, reflection, and professional values in the process of training a speech therapist. The article also substantiates problem-based learning, interactive methods, reflective activities, training sessions, practical classes, and project-based approaches as effective methods for developing the professional orientation of future speech therapists. The research results show that the consistent implementation of these methods in the educational process contributes to the professional training, moral outlook, and personal development of future speech therapists.

Keywords: Speech therapist, future speech therapist, motivational and value-based orientation, professional motivation, professional values, pedagogical technologies, interactive methods, reflection, empathy, professional training.

Introduction: One of the important tasks facing the modern education system is to train professionally mature, spiritually mature and socially responsible specialists who can meet the needs of society. This issue is especially relevant for specialists working in the field of special pedagogy and speech therapy. Because a speech therapist is not only a specialist who eliminates speech defects, but also a teacher who supports the personal development, social adaptation and mental state of the child.

From this point of view, the development of their motivational and value orientation is of great importance in the process of training future speech therapists.

This orientation reflects the student's conscious attitude towards his profession, his inner interest, his readiness to organize professional activities on the basis of values, and his desire to consistently work on himself. It determines not only the professional competence of the future speech therapist, but also his personal

maturity.

Motivational-value orientation is a manifestation of a person's needs, interests, life goals, professional aspirations and spiritual views in a single system. It expresses a person's internal readiness for a certain type of activity and his desire to perform this activity on the basis of socially significant values. In the case of future speech therapists, this concept is characterized by their loving approach to children, understanding of the social significance of their profession, feeling pedagogical responsibility and the need for professional development.

The motivational-value orientation includes several important components. The motivational component expresses the student's interest in the chosen profession, his desire for professional activity and internal motivation. The value component includes such concepts as humanity, tolerance, patience, pedagogical etiquette, respect for the child and professional duty. The reflexive component is manifested in the student's

ability to analyze his own capabilities, activities and development prospects.

The professional activity of a speech therapist is complex and multifaceted, requiring work with children with various speech defects based on an individual approach. This requires a high level of patience, kindness, responsibility and communicative culture from the specialist. Therefore, it is not enough for future speech therapists to form only theoretical knowledge. They must also have deep internal motivation and an attitude based on strong values towards professional activity.

If a student does not deeply understand the essence of his profession, does not feel the social significance of speech therapy, in the future he may approach his work superficially. This will negatively affect the effectiveness of professional activity. Therefore, it is necessary to use targeted methods aimed at developing the motivational and value orientation of future speech therapists in higher educational institutions.

Problem-based learning method. Problem-based learning serves to increase students' thinking activity, develop independent conclusions and skills in analyzing professional situations. Creating problem situations related to speech therapy practice in lessons arouses interest in students in the profession. For example, working on problems such as what methods to use in the development of a child with severe speech impairment or how to establish cooperation with parents increases the responsibility of the future speech therapist.

Use of interactive methods. Interactive methods ensure the active participation of students in the educational process and teach them to freely exchange ideas, work in a team, and respect different points of view. Methods such as "brainstorming," "debate," "role-playing," "case study," and "FSMU" are effective tools in speech therapy training. In particular, through the role-playing method, the student puts himself in the place of a speech therapist, parent, or child. This is important in the formation of empathy and pedagogical sensitivity.

Reflective analysis method. Reflection provides a critical and conscious approach to the professional development of a future speech therapist. In the process of reflective analysis, students have the opportunity to evaluate their activities, identify

strengths and weaknesses, and determine future development paths. Essay writing, self-assessment sheets, practice diaries, and final analytical interviews are important manifestations of reflective methods.

Pedagogical trainings. Trainings form a culture of communication, stress resistance, emotional stability, and cooperation skills in future speech therapists. In the professional activities of a speech therapist, not only knowledge is important, but also the ability to feel the child's mental state, inspire him, and inspire confidence. Therefore, communicative and psychological trainings serve as an effective method for developing a motivational and value orientation.

Project method. The project method develops independent research, creativity, initiative, and practical responsibility in students. For example, project work such as developing a set of speech therapy exercises, creating developmental games for children with speech disorders, and preparing recommendations for working with parents will increase the student's professional interest. Through this method, they learn to apply theoretical knowledge in practice.

Practical training and observation method. Practical training and observation play an important role in the professional training of future speech therapists. Students' familiarization with the activities of special educational institutions, kindergartens or rehabilitation centers forms their conscious attitude towards the profession. Observation and practical participation in a real environment strengthen the student's sense of responsibility, love and a deeper understanding of the social significance of the profession.

The effectiveness of developing a motivational-value orientation. The systematic introduction of these methods into the educational process has a positive effect on the professional formation of future speech therapists. First of all, students develop a stable interest in the profession. Secondly, they begin to understand the social significance of speech therapy activities more deeply. Thirdly, such professionally important qualities as empathy, patience, responsibility, pedagogical etiquette and humanity are developed. Fourth, independent thinking, self-analysis, and the desire for professional growth are strengthened.

Also, the formation of a motivational-value orientation determines the future effectiveness of the future

speech therapist. Because a specialist who loves his profession, works based on values, and prioritizes the interests of children can achieve high results.

CONCLUSION

In conclusion, the development of motivational and value orientation in future speech therapists is an important condition for their training as professionally mature, spiritually mature and socially responsible specialists. This quality ensures that not only knowledge and skills, but also humanity, compassion, patience, pedagogical culture and professional responsibility will be a priority in the future work of a speech therapist.

Problem-based learning, interactive methods, reflexive analysis, pedagogical training, project methods, as well as practical exercises and observations are effective methods for developing motivational and value orientation in future speech therapists. The purposeful and systematic use of these methods will serve to train high-quality speech therapists in the higher education system.

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