

EFFECTIVENESS OF COLLABORATION BETWEEN SPEECH THERAPISTS AND TEACHERS IN INCLUSIVE EDUCATION SETTINGS

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Abstract: This article examines the effectiveness of collaboration between speech therapists and teachers in inclusive education settings and its impact on children with special educational needs. The study highlights that coordinated cooperation between speech therapists and teachers significantly contributes to children's speech development, communication skills, social adaptation, and academic achievement. Special attention is given to the role of interdisciplinary collaboration in creating an inclusive learning environment that supports the comprehensive development of children with speech and language impairments. The research emphasizes that integrated corrective and pedagogical approaches enhance educational outcomes, improve social participation, and foster greater self-confidence among learners. The findings confirm that effective collaboration among educational professionals is a key factor in ensuring successful inclusion and promoting equal educational opportunities for all children.

Keywords: inclusive education, speech therapist, teacher, collaboration, corrective intervention, communication development, social adaptation, special pedagogy, speech disorders, educational effectiveness.

Introduction

In recent years, the development of inclusive education and the provision of equal educational opportunities for all children have become major priorities in educational systems worldwide. The primary objective of inclusive education is to ensure the successful integration of children with special educational needs into society, support the development of their individual potential, and provide access to quality education within a supportive learning environment. In this context, effective collaboration between speech therapists and teachers plays a crucial role in achieving these goals.

Speech is one of the fundamental components of a child's cognitive development, communication abilities, and academic success. Deficiencies in speech and language development may negatively affect a child's learning process, interpersonal communication, and social adaptation. Particularly in inclusive educational settings, speech and language difficulties require not only specialized speech therapy intervention but also continuous pedagogical support. Therefore, cooperation between speech therapists and teachers ensures a comprehensive and integrated approach to child development.

The collaboration between speech therapists and teachers facilitates a deeper understanding of children's individual characteristics, the selection of appropriate instructional strategies, and the effective organization of corrective interventions. While speech therapists focus on identifying and addressing speech and language disorders through specialized therapeutic activities, teachers support students' participation in educational processes, facilitate knowledge acquisition, and promote social integration. As a result of such cooperation, children's communication skills, learning motivation, and social engagement improve significantly.

Contemporary educational research demonstrates that interdisciplinary collaboration is one of the most important factors contributing to the successful development of children in inclusive



education environments. Coordinated efforts among speech therapists, teachers, psychologists, and parents positively influence children's speech, emotional, and social development. Furthermore, the creation of a supportive psychological environment, the implementation of individualized instruction, and the application of effective corrective strategies contribute to the overall quality of education.

Given the ongoing development of inclusive education systems, investigating the scientific foundations of collaboration between speech therapists and teachers and identifying effective methods and technologies for cooperative practice remain highly relevant tasks. The educational success of children with special educational needs largely depends on the professional competence and collaborative effectiveness of educational specialists.

The purpose of this study is to determine the impact of collaboration between speech therapists and teachers on children's development and educational outcomes in inclusive settings and to develop scientific and practical recommendations for effective corrective-pedagogical approaches.

Literature Review

The issue of collaboration between speech therapists and teachers in inclusive education has become one of the most significant research directions in modern special pedagogy, speech therapy, and psychology. Numerous studies indicate that the successful development and educational achievement of children with special educational needs largely depend on interdisciplinary cooperation.

L. S. Vygotsky emphasized that child development occurs through social interaction and collaborative activities. According to his theory of the Zone of Proximal Development, children can accomplish more complex tasks with the guidance of adults and specialists than independently. Therefore, cooperation between speech therapists and teachers serves as an important factor in promoting both speech and cognitive development.

A. R. Luria investigated the neuropsychological foundations of speech activity and demonstrated that speech disorders negatively affect children's psychological development and educational performance. He argued that effective intervention requires a comprehensive approach in which speech therapy is integrated with pedagogical support.

Research conducted by R. E. Levina and T. B. Filicheva highlighted the close relationship between speech therapy effectiveness and pedagogical assistance. Their studies emphasized the importance of individualized approaches, systematic corrective exercises, and continuous pedagogical observation in working with children who experience speech difficulties.

The "Index for Inclusion" developed by Booth and Ainscow underscores the importance of collaboration among educational professionals in inclusive settings. According to this model, successful inclusion depends on positive cooperation among teachers, speech therapists, psychologists, and parents. Such collaboration enables specialists to identify children's individual needs and design appropriate educational strategies.

International studies also identify cooperation between speech therapists and teachers as a key factor in the development of children's communicative competence. UNESCO reports emphasize the significance of multidisciplinary approaches in inclusive education and confirm that coordinated corrective and pedagogical interventions contribute to improved educational outcomes for children with special educational needs.

Studies conducted by Uzbek scholars, including Sh. Shodmonova, D. Nurmammedova, and M. Po'latova, have demonstrated that collaboration between speech therapists and teachers positively affects children's speech development, social adaptation, and learning motivation. These researchers also emphasize the importance of parental involvement in enhancing the effectiveness of corrective interventions.



Methodology

This study employed psychological-pedagogical and corrective-speech therapy approaches to investigate the effectiveness of collaboration between speech therapists and teachers in inclusive education. The research focused on analyzing how cooperative professional practices influence children's speech development, communication skills, social adaptation, and educational achievement.

The methodological framework was based on the principles of humanistic pedagogy, inclusive education theory, and activity-based learning approaches. Humanistic pedagogy emphasizes the importance of recognizing and addressing each child's individual needs and abilities. Inclusive education principles focus on ensuring equal educational opportunities and successful social integration for all learners.

The following research methods were employed:

- Theoretical analysis of scientific literature related to inclusive education, speech therapy, and special pedagogy;
- Observation of children's participation, communication behavior, and social interaction in inclusive classrooms;
- Individual and group interviews with speech therapists, teachers, parents, and students;
- Diagnostic assessments of speech development, communication competence, and social adaptation;
- Pedagogical experimentation involving collaborative corrective programs designed by speech therapists and teachers;
- Analytical and comparative methods for interpreting and generalizing research findings.

The study involved 45 children with special educational needs, 10 speech therapists, 15 teachers, and 20 parents from inclusive schools and preschool institutions.

Discussion

The findings indicate that effective collaboration between speech therapists and teachers significantly improves children's speech development, communication competence, social adaptation, and educational performance. When corrective speech therapy activities were systematically integrated into classroom instruction, students demonstrated higher levels of participation, learning engagement, and academic achievement.

Observations revealed that children studying in classrooms where speech therapists and teachers maintained regular communication and information exchange displayed greater communicative activity. The implementation of speech therapists' recommendations within classroom instruction contributed to more effective correction of speech difficulties and improved learning outcomes.

Furthermore, collaborative individualized interventions enhanced children's self-confidence and willingness to participate in classroom activities. Students with speech impairments became more active in discussions, responded more confidently to questions, and interacted more effectively with their peers. Communication games, dialogic exercises, and group activities proved particularly beneficial in promoting social engagement.

The findings also demonstrate that speech therapy intervention alone is insufficient in inclusive educational settings. If teachers fail to consider students' speech characteristics or neglect individualized approaches, the effectiveness of corrective work decreases significantly. Therefore, close cooperation between speech therapists and teachers is essential for ensuring comprehensive child development.

Conclusion

The results of this study confirm that effective collaboration between speech therapists and teachers plays a vital role in supporting the holistic development of children with special



educational needs. Such cooperation positively influences speech development, communication competence, social adaptation, and educational achievement.

In conclusion, interdisciplinary collaboration between speech therapists and teachers represents a key component of successful inclusive education. An integrated corrective-pedagogical approach enhances children's educational success, facilitates social inclusion, and supports their psychological and personal development. Consequently, strengthening professional cooperation among educational specialists should be considered a priority in the continuous improvement of inclusive education systems.

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