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PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF SPEECH THERAPY SPECIALISTS IN THE SYSTEM OF INCLUSIVE EDUCATION

The article considers the role of speech therapists as specialists in the context of inclusive education and issues of their professional support. It highlights the significance of providing psychological and pedagogical assistance to enhance the quality of their practice and explores methods for overcoming challenges inherent in the implementation of inclusive education. The research analyzes the specific requirements and responsibilities of speech therapists in this context, detailing the professional knowledge, competencies, and tools necessary for conducting corrective interventions tailored to children's diverse physical and psychological characteristics. In addition, the importance of organizing methodological work in educational institutions to improve the professional skills of speech therapists in the context of inclusive education is especially emphasized.

The importance of continuous improvement of professional training and methodological knowledge of speech therapists is emphasized. Based on an analysis of survey results, the study organized targeted interventions such as specialized training, seminars, and workshops. These initiatives aimed to increase practitioners' awareness of the inclusive education system and develop their practical skills. The research identifies the primary difficulties that speech therapists encounter when designing effective methods for children with special educational needs and analyzes pathways for improving their professional training and practice within inclusive environments.

Key words: inclusive education, speech therapist, children with special educational needs, psychological and pedagogical support, competency.

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Инклюзивті білім беру жағдайында логопед мамандарға психологиялық-педагогикалық қолдау

Мақала мазмұнында инклюзивті білім беру жағдайында логопед мамандардың рөлі мен оларды кәсіби тұрғыдан қолдау мәселелері қарастырылған. Логопед мамандарға психологиялық-педагогикалық қолдау көрсету және олардың жұмыс сапасын арттырудың маңыздылығы сипатталған. Сонымен қатар инклюзивті білім берудің принциптерін жүзеге асыру барысында кездесетін қиындықтар мен кедергілерді жеңудің жолдары қарастырылған. Инклюзивті ортада жұмыс істейтін логопедтердің талаптары мен міндеттері талданған. Балалардың физикалық және психологиялық ерекшеліктеріне сәйкес түзету жұмыстарын жүргізу үшін кәсіби білім, икем, дағдылар, сондай-ақ қажетті құралдар мен әдіс-тәсілдер ұсынылған. Сонымен қатар, инклюзивті білім беру жағдайында логопед мамандардың кәсіби шеберлігін арттыру үшін оқу мекемелеріндегі әдістемелік жұмысты ұйымдастырудың маңыздылығы ерекше анықталған.

Логопедтердің кәсіби даярлығын және әдістемелік білімін үздіксіз жетілдірудің маңыздылығы көрсетілген. Зерттеу аясында жүргізілген сауалнама нәтижелерін талдау негізінде логопедтердің инклюзивті білім беру жүйесі туралы жан-жақтылығын арттыруға, олардың практикалық дағдылары мен кәсіби құзыреттіктерін дамытуға бағытталған арнайы дайындық кезеңдері, семинарлар мен тренингтер, яғни нақты іс-шаралар ұйымдастырылған. Ерекше білім беру қажеттіліктері бар балалармен жұмыс істеудің тиімді әдістері мен тәсілдерін қолдану кезінде логопедтер кездесетін негізгі қиындықтар анықталды. Инклюзивті білім беру

да логопедтердің кәсіби дайындығын жетілдіру және олардың қызметін дамыту мәселелері талданған.

Түйін сөздер: инклюзивті білім беру, логопед маман, ерекше білім беру қажеттіліктері бар балалар, психологиялық-педагогикалық қолдау, құзіреттілік.

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Психолого-педагогическая поддержка специалистов-логопедов в условиях инклюзивного образования

В содержании статьи рассмотрена роль логопедов как специалистов в условиях инклюзивного образования и вопросы их профессиональной поддержки. Описана важность оказания психолого-педагогической поддержки логопедам и повышения качества их работы. Также рассматриваются способы преодоления трудностей и препятствий, возникающих при реализации принципов инклюзивного образования. Проанализированы требования и обязанности логопедов, работающих в инклюзивной среде. Представлены профессиональные знания, умения и навыки, а также инструменты и методы, необходимые для проведения коррекционной работы с учетом физических и психологических особенностей обучающихся. Кроме того, особо подчеркивается важность организации методической работы в образовательных учреждениях для повышения профессионального мастерства логопедов в условиях инклюзивного образования.

Подчеркнута важность постоянного совершенствования профессиональной подготовки и методологических знаний логопедов. На основе анализа результатов опросов, проведенных в рамках исследования, были организованы конкретные мероприятия, такие как специальные этапы подготовки, семинары и тренинги, направленные на повышение осведомленности логопедов о системе инклюзивного образования, развитие их практических навыков и профессиональных компетенций. Определены основные трудности, с которыми сталкиваются логопеды при разработке эффективных методов и путей работы с детьми, имеющими особые образовательные потребности. Проанализированы вопросы совершенствования профессиональной подготовки логопедов и развития их деятельности в условиях инклюзивного образования.

Ключевые слова: инклюзивное образование, логопед, дети с особыми образовательными потребностями, психолого-педагогическая поддержка, компетентность.

Introduction

Currently, Kazakhstan pays special attention to the issue of ensuring equal education for all citizens in inclusive education. Several important legislative documents have been adopted in this regard, in particular, the Law of the Republic of Kazakhstan “On Education”, the Law “On the Provision of Social and Medical-Pedagogical Correctional Assistance to Children with Disabilities”, as well as the Law on Amendments and Additions to Legislative Acts on Inclusive Education in the Republic of Kazakhstan are being considered. and state documents on special social services are being developed and implemented. These laws and documents pay special attention to improving the working methods of speech therapists with children, improving their professional level, as well as improving the quality of correctional care provided to children. In the context of inclusive education, an important and urgent issue is the provision of psychological and pedagogical support to increase

the effectiveness and professional development of speech therapy specialists for children.

Disparities in educational opportunities are influenced by societal growth as well as the unique circumstances of each child. For instance, children are expected to attend school in industrialized and globally successful nations like Scotland, but even in these cases, they do not. Even if they go to school, for some children, the learning experience is very difficult and they don't make good use of their school time. Large differences in education, that is, the “achievement gap,” are a serious problem. In response to this problem, various new initiatives are being introduced, which means that children are given more opportunities and freedom of choice. These countries not only teach children to school, but also create opportunities for children's learning and success (Black Hawkins, Florian L. & Rouse M., 2016).

Global disparities in the evolution of education and its results are widening, indicating that educa-

tion is perceived as a method of reforming society and enhancing interpersonal relationships. (Grubb N. & Lazerson M., 2004). It is very important to develop the idea of “education for all”, since schooling opens the way to the development of human resources, ensuring economic growth and social progress. Educational institutions serve to remove barriers, as well as to preserve the continuity of knowledge and values between generations. This process is complex and is associated with deep social, psychological, and cultural factors. In particular, issues of marginalization, marginalization and socially vulnerable groups in society are considered in an important economic and social context. Providing inclusive education opportunities strengthens not only the quality of education, but also the social stability of society as a whole. In this sense, the importance of developing inclusive education is growing, and the professional attributes of speech therapists are particularly important for the successful implementation of inclusive education. The creation of a system for the efficient evaluation of children’s education and learning process is a solution not only to raising the quality of education but also to the problems of contemporary society and the future. This is why such experts play a significant role in ensuring equitable chances and in the development of children’s educational ability while taking into consideration their unique qualities.

The relevance of the research topic is based on the lack of basic research on speech therapy and the need for pedagogical and psychological support for speech therapists in inclusive educational settings, as well as the demands of inclusive education at different educational levels, make the research topic pertinent. These problems emphasize the significance of carrying out thorough study to enhance inclusive education in particular.

Literature review

Providing speech therapists with pedagogical and psychological support for their professional growth in inclusive education is one of the most pressing challenges at the moment. We chose to group the analyses conducted in the direction of implementing inclusive education as follows after examining both domestic and foreign scientific works within the framework of the research problem:

- researchers L.S. Vygotsky, S.L. Rubinstein, N.N. Malofeev (2005), and others have discussed the significance of integration education and the history of its development.

- fundamentals of professional and educational training of teachers of special education in the framework of inclusive pedagogy O.S. Kuzmina, Yu.V. Shumilovskaya and domestic researchers R.Suleimenova, I.Eliseeva, A. Ersarina, Z.Movkebayeva, I.Oralkanova, A.Duzelbaeva, G.Abayeva, G.Orazaeva, M.Yessengulova, D.Ramazanova, A.Togaibayeva, and others.

Many scientists are working on the problem of integration abroad and fundamental research can be carried out. They are: Black Hawkins K., Florian L., Rouse M., Grab V. Lazerson M., Evans J. and Lunt I. A new reform is envisaged in connection with the works of foreign scientists, rules for use during practice, rules for comprehensive education and upbringing of children in need of special education. The authors of the work on the organization of integrated learning in inclusive education: Z.A. Movkebayeva, I. A. Oralkanova, A.A. Baitursynova, B.S. Halykova, K.A. Katkenov, A.K. Zhalmukhamedova (2019). The paper examines the theoretical, pedagogical, and historical prerequisites for implementing inclusive education. Despite Kazakhstan’s rapid progress in inclusive education, a number of issues still exist that underscore its practical application. A platform for the sharing of experiences in assisting speech therapists in inclusive education is one option to address methodological and scientific issues.

The inconsistent application of inclusive education policy is demonstrated by a review of the scholarly and scientific literature (Evans J. and Lunt I., 2002). Despite the fact that speech therapists are always lucky in productive work in conditions of inclusive education (Black-Hawkins, Florian C. & Rouse M., 2007), in some cases there are difficulties. The practice of special education, a shortage of funds and resources, and competitive policies that prioritize competitiveness and high standards are can be some of the causes of these issues. Furthermore, the majority of speech therapists lack the information, abilities, and vision necessary to perform this work, which is one of the main barriers to the advancement of inclusive education (Forlin C., 2001).

It is necessary to assist speech therapist experts in the context of inclusive education from a psychological and pedagogical standpoint while examining scientific research and approaches to the issue. Concerns that speech therapists consider in the psychological and pedagogical support of experts were recognized, given the significance of enhancing the

caliber of work in the application of inclusive education principles. As noted:

1. Decrease in the quality of work due to the inability of speech therapy specialists to fully understand their competence based on the context of the Inclusive Education;

2. Speech therapist experts' inexperience or lack of certain expertise techniques and technology within the framework of the term inclusive education;

3. The lack of clarity in the group setting of speech therapy professionals working with kids who have both speech impairments and special educational requirements;

4. Insufficient practical programs in the Kazakh language for speech therapy specialists in the context of inclusive education (digital resources, didactic materials, etc.).

Although in many countries the problem of inclusive education is considered important, practice shows that for children who need additional psychological and pedagogical support, its implementation is problematic for a number of reasons. These difficulties are associated with the following factors:

- Inability of speech therapists to understand the importance of combining theory and practice, updating curricula and their activities for professional training and continuous development of specialists;

- Lack of constant communication between professionals in relation to certain "special" practices;

- Low level of professional knowledge or lack of appropriate skills in the field of special pedagogy and speech therapy. As new research and techniques in language development and speech disorder correction are continually evolving and updated, a speech therapist's professional growth helps to improve the quality of special education. If we do not consider such opportunities as continuing education and advanced training for speech therapists, it is obvious that they can only provide limited assistance to children.

In our opinion, providing psychological and pedagogical support to a speech therapist is an important component aimed at professional development, improving work efficiency and improving the process of working with children. The work of a speech therapist is not limited only to language and speech problems, therefore, psychological and pedagogical support provides him with assistance in various aspects. First and foremost, it is crucial for

speech therapists to be emotionally stable in their job and offer expert guidance when selecting teaching strategies while taking into consideration each child's unique traits. Effective communication between a professional and children and their parents is facilitated by psychological support, which also increases the children's cooperation and mutual understanding. In addition, providing psychological and pedagogical support to a speech therapist will improve the teaching experience and introduce new techniques. This, in turn, contributes to the effective solution of the problems of children's language development and their success in the learning process.

Research methods

In the study of the problem of psychological and pedagogical support of speech therapy specialists based on the context of inclusive education, methods of scientific and theoretical analysis, observation, discussion, statistical analysis of experimental work were used to sort the data obtained, systematically compare and test various practices. These methods comprehensively cover all aspects of the research topic and serve as the basis for developing scientific results and recommendations.

The method will be the main focus of a lot of activity-based research projects for the advancement of inclusive education. The potential for using theoretical knowledge in practice to enhance official responsibilities and reveal the psychological and pedagogical content of speech therapists has to be taken into account in the framework of inclusive education. According to the study's findings, a platform for speech therapists to share their experiences is necessary to help them overcome the challenges they face in developing their professional knowledge, skills, and abilities as well as to boost interest in inclusive education. Speech-language pathologists ought to be seen as professionals who handle the challenges they encounter while instructing students with special education requirements. Trust in a specialist's professional expertise and abilities is the foundation for this work's efficacy. It's critical that speech therapists maintain the focus on their basic professional abilities in the context of inclusive education. In addition, a comprehensive study of various aspects in educational institutions is an important factor necessary for effective specialist care (Table 1).

Table 1 – Competencies of speech therapist specialists in the context of Inclusive Education

Knowledge	Competencies
In the inclusive education, a speech therapist should know:	<ul style="list-style-type: none"> - Features of cognitive and emotional development of children with special educational needs; - Methods used in the process of correctional work; - Principles of learning in the process of inclusive education; - Fundamentals of the process of personality socialization; - Advantages of this industry; - The conventional general and particular education system used in the past; - Inclusive learning values; - Etiology of disorders of psychophysical development; - stages of psychophysical disorder;
In inclusive education, a speech therapist must be proficient:	<ul style="list-style-type: none"> - On methods of organizing communication and activities of all children in the classroom with each other; - In ways of organizing cooperation between parents of normal children and parents of children with typical development; - In organization of activities with parents and specialists in the group; - Methodically correct evaluation the Victories of all children in the educational process; - In support for every child; - Planning your professional and pedagogical activities; - Methodological and methods of organization of children's learning activities; - Formation of friendly relations in the children's team; - Formation of skills of interaction with individual children, as well as with a children's team; - Teaching every child; - Adaptation of teaching materials in accordance with the characteristics of each child; - Work with any information sources; - To be the organizer of a group of parents, teachers, specialists in the preparation of special ways of teaching children with special educational needs; - In educational work skills; - Regarding the creation of instructional and didactic materials for every student in the classroom using the «universal design» approach; - On methodology of conducted training seminars, trainings; - Researching issues that come up during extracurricular activities and planning training for those who participate in the inclusive learning process, such as instructors, normal and children with typical development, and parents of both groups of children;
Principles of speech therapist's work in inclusive education	<ul style="list-style-type: none"> - Show warmth to children; - Expression of emotional support; - Be compact; - Respect others; - Professional display of assertiveness; - Be honest; - Be demanding of themselves; - Be tolerant of the participants in the learning process; - Be open to new experiences; - Be flexible; - Be attentive; - Be confident in oneself; - Be persistent; - Striving for additional education;

In the table above, an accurate scientific analysis was carried out, during which we tried to determine the level of content of the activities of speech therapists through an experimental analysis of these competencies.

The pilot experiment was organized at the 3rd stage (definition, development, summarization). A total of 12 respondents participated.

In the survey conducted at the identification stage, the following questions were proposed:

1. What is your approach to the inclusive education system?

a) I think it's completely right;

b) I think it's completely wrong;

c) Your own point of view _____

2. Your understanding of the concept of “Inclusive education” (legislation, purpose, objectives, and categories)...

- a) I fully understand;
- b) I know at an average level;
- c) I have heard, but don't know completely;

3. Which method, in your opinion, works best for giving kids with special education needs a well-rounded education?

- a) Individual homeschooling;
- b) Differentiated (individual) education in special institutions (boarding schools);
- c) Differentiated (in groups) education in the main organized secondary school class;
- d) Individual education, inclusive education for 1-2 people in a simple class, subject to special conditions.

4. What, in your opinion, should be the situation in maintaining the inclusive education system?

5. What challenges do you think children and special education professionals confront during the learning process?

6. What difficulties, in your opinion, do children with special educational needs face in the process of adapting to a social environment?

- a) The unpreparedness of society to accept these phenomena;
- b) Insufficient legislative framework in this area in Kazakhstan;
- c) Lack of special facilities and equipment in normal institutions;
- d) Insufficient level of competence of teachers when working with this category of children in normal institutions;
- e) Your own opinion _____

7. Do you know what programs children with special educational needs study in a normal school?

- a) Yes, I know
- b) I know this programs at an average level
- c) Another answer (own answer)

8. Do you know the different techniques of working with special children?

- a) Yes, I know
- b) I know at an average level
- c) Another answer (own answer)

9. In your experience, have you worked with special children with what diagnosis and difficulties have you encountered in the process?

10. Frequently mentioned comments from parents?

- a) Dissatisfaction with your work;
- b) Excessive delegation of tasks to the child;

c) Tasks had not been provided to the child on an accordance to the level;

The development stage of the pilot:

One of the methods of determining the practical level of speech therapists and speech tutors in inclusive education is the method of differentiated learning. Using the differentiated learning method, work was carried out on the compilation of lesson summaries, self-education programs, essays and an individual model of speech therapists in inclusive education.

Analyzing the recaps of extracurricular activities seminars and specially organized events can demonstrate how lesson goals and objectives are set while accounting for each child's unique needs and developmental characteristics, how an individual learning path is created, and how tasks are chosen based on each child's aptitudes.

In addition, in order to improve the professional skills of a speech therapist in inclusive education, the following events were organized:

- Teaching explanations about the anatomical and physiological development of students using special methods and techniques of the inclusive learning process;
- Based on the course of the survey, to form knowledge base among future specialists about the legislative framework of the inclusive education process and about special methods and techniques of the learning process.

According to the survey's findings, methodological steps were taken in collaboration with the institution's instructors to raise the professional abilities and knowledge of speech therapists.

Namely:

1. To identify the group of children for whom special education arrangements are required.

2. Setting up an accessible setting in groups, which includes attending to the requirements of kids with behavioral, musculoskeletal, visual, and hearing impairments. Providing a walking-friendly atmosphere, a workspace with the appropriate handles and tools, enough illumination in the classroom, the availability of magnification glasses, and the arrangement of a leisure area are a few examples.

3. Acceptance of children's characteristics.

4. The development and application of modern technologies, methods, forms, depending on the possibilities.

5. When developing didactic teaching material, raise the task from simple to complex, enlarge the

fonts in the notebook, customize posters and presentations to meet the requirements.

6. Cooperation and sharing of responsibility with parents, organization of interaction.

7. The tasks described above should become the professionalism of a specialist working in an inclusive classroom.

The specifics of professional activity of speech therapists in the system of inclusive education

Speech therapists can improve their professional activities in two primary ways while working with children who have unique educational needs. The first is to continue using traditional methods, and the second is to introduce new technologies. If a speech therapist chooses the second direction, then he/she needs not only to update his knowledge, but also to develop personal values. This means creating the necessary conditions for effective education of children and choosing the most convenient methods for each of them.

When speech therapists clearly define the main purpose and objectives of their activities, it becomes easier to choose the right form and content of work and group children.

Fundamentals of the organization and formation of all participants in the educational process

At the first and main stages of organizing inclusive education, common participants in the learning process, namely parents, specialist teachers, and the secondary school administration, are interviewed by specially organized specialists and identify the problem. First of all, preparatory work is carried out with children attending 1st grade in April. Prior to the start of the school year, it is advisable to undertake introduction work in order to gather information about the children enrolled in the class. It is possible to invite parents and kids to a meeting so they may get to know one another. It is worthwhile to introduce the next class, show off the school, and show off the gym areas at this meeting. It is preferable to demonstrate the locations of children's meals, breaks, and changing areas. Following the tour, everyone is welcome to congregate informally in the classroom to continue getting to know one another. The instructor will be able to monitor the children's talents and traits in a social setting at the first meeting. This is an excellent chance to set up the settings for learning. In actuality, teacher can only observe prominent features when they initially get to know one another. For instance, instructor could spot a youngster using a stroller, having trouble speaking, or having visual or auditory problems. However, as a result of extended communication and kid monitoring.

Methods of organizing the educational process in an inclusive environment

The necessary information can be obtained by interviewing parents or by talking privately after a general meeting. Most importantly, parents should trust teachers to share information. To do this, the teacher must say that all children will be provided with the same care and necessary conditions at school. For instance, a teacher can demonstrate handles, colorful stickers on doors for visually challenged pupils, and wide doorways for ramps and strollers during a guided tour. To help children acquire the skills they need, the teacher can invite school specialists, such as a psychologist, speech pathologist, or speech therapist, to the first meeting. Children with special educational needs have access to everything. Thus, the learning process in the management of inclusive education involves in establishing or fostering warm relations among children.

Organization of adaptation time for children with special educational needs

In addition to their physical condition declining, children with unique educational needs may exhibit nervous, hyperactive, or, on the other end of the spectrum, hyperpassive conduct when they initially adjust to school. In inclusive groups, these issues are not as obvious. After a while, a lot of the problems fade away and the kids' health gets back to normal. The essential actions must be taken immediately if the issues get worse.

It is important to use visual aids to help the youngster adjust to the plans for the day. A psychologist, tutor, or speech therapist can examine the child's daily curriculum. Alerting kids to changes in classrooms and class schedules is crucial.

Additionally, children should be given advance instructions by teaching and support professionals on what to do in certain scenarios. For instance:

- A trip to the dining room;
- Physical education being the next lesson;
- The class takes a walk;
- The lesson preparation is required;
- The bell rang.

The kid must first get complete help in arranging his life in an educational setting; nevertheless, while helping both instructors and tutors, educators and special experts must progressively lower the level of support. Children are consequently absorbed into the surroundings with ease. Giving each child the freedom to work at their own pace is essential since children with unique educational challenges often

exhibit low rates of activity. This entails assigning the child assignments that must be finished quickly.

As the child's work progresses, the quantity of work is progressively increased. The child will feel more involved in the learning process overall if they are given shorter tasks to complete.

If the child cannot behave smoothly, let's say, for 35-40 minutes in the lesson, keeps talking and moving the tutor or teacher allows him or her to rest in the classroom:

- To enter the game area;
- To stay "at home".

It is important to note that in this situation, it is essential to use the hourglass to modify the rest period so that the child may resume working with his class after a set amount of time.

The course of communication of children with special educational needs

When a special kid enters a typical setting, they are surrounded by a large number of adults and children. It will be beneficial for the youngster if he is surrounded by familiar kids who attended kindergarten with him. In the event that no such children exist, involving the child in interactions with peers is a crucial responsibility of the third-stage teacher, tutor, and psychologist. Children frequently become closer, get to know one another, and offer to play together. And the initiator of the interaction with "special" children generally is an adult, a teacher, a tutor or a psychologist. The teacher must first explain to each student in the class why they are unusual, speak poorly, and act weirdly. The teacher will undoubtedly acknowledge that the child is struggling and explain that assistance is available. Usually, when children are given sufficient detail, they respond to the teacher's instruction. It forms an attitude towards others, depending on the relationship of adults.

Positive attitudes toward "special" children allow them to be treated equally with other students and participate in class like all other students, building relationships of mutual support, trust, and harmony during instruction and recess.

Tutor might develop an album with names and drawings of the nearby people and kids to help you remember their names.

Organization of the educational space.

The stage of organizing a space outside the knowledge environment. Children with special educational needs can take a short break from completing assignments. For their rest, you can organize a tent in a group. Based on this, while on vacation, child can get some rest.

In an inclusive education environment, it is very effective to carry out activities aimed at including children in need in a team together with speech pathologists, psychologists, and speech therapists. They provide the teacher with psychological and pedagogical assistance to include special children in the educational process.

It is beneficial for a teacher to work with a team in organizing an inclusive educational process and involve parents in the learning process.

Research results and discussion

Initially, out of 12 speech therapists, 7 received comments on the legislative framework for the process of inclusive education at the secondary level, 5 – at the full high level. These are 5 specialists of the highest category of speech therapists. Of all the survey participants, 9 learned about the anatomical and physiological characteristics of children, that is, diagnostic signs at an average level, 3 speech therapists at a high level. When asked about the level of proficiency in comments on special methods and techniques of the inclusive learning process, 8 showed an average level, and 4 showed a high level. Summing up the survey, speech therapists wrote their answers to the most basic of the outfits encountered during the inclusive training. The reason for its occurrence was 8 out of 12 speech therapists concluded that it was caused by a lack of methodological guidelines, and 4 of them were due to an insufficient level of professional competence of the speech therapist (Table 2).

The allocation of professional competencies is one of the most important and essential functions of speech therapists in the inclusive education system. This helps to explain the differences in the content of their activities and the ways in which they are carried out. Speech therapists' key competencies are the set of skills, knowledge, and abilities necessary to carry out their professional responsibilities effectively. These competencies are used in a range of educational tasks and are based on the knowledge and intentional acts of a speech therapist. One way to conceptualize a personal meaning is as a component that defines and links the other competence components (knowledge, abilities, experience) Specific responses were obtained during the course of our hands-on study on the subject. To summarize, we retook the survey and discovered a little rise in the degree of professional activity among aspiring specialist instructors (Table 3).

Table 2 – Findings from a Survey of Speech Therapists within the Inclusive Education Framework

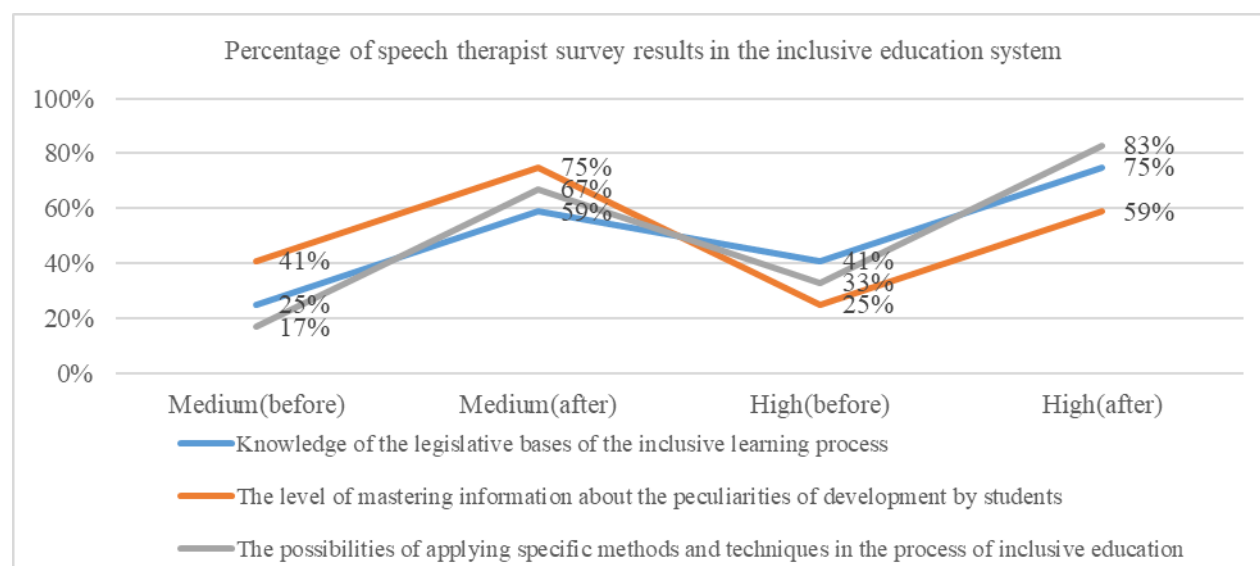
Percentage of speech therapist survey results in the inclusive education system	Medium level	High level
Knowledge of the legislative bases of the inclusive learning process	59% (7)	41% (5)
The level of mastering information about the peculiarities of development by students	75% (9)	25% (3)
The possibilities of applying specific methods and techniques in the process of inclusive education	67% (8)	33% (4)

Table 3 – The result after the experiment (in percent)

Percentage of speech therapist survey results in the inclusive education system	Medium level		High level	
	Before	After	Before	After
Knowledge of the legislative bases of the inclusive learning process	59% (7)	25% (3)	75% (9)	41% (5)
The level of mastering information about the peculiarities of development by students	75% (9)	41% (5)	59% (7)	25% (3)
The possibilities of applying specific methods and techniques in the process of inclusive education	67% (8)	17% (2)	83% (10)	33% (4)

In the course of the work carried out, based on the results of a same number of repeated survey of speech therapists, it can be seen that the number of explanations on the legislative framework of the inclusive education process has doubled. The high-level indicator increased from 41% to 75%. The level of students' learning of information about devel-

opmental features increased from 25% to 59%, i.e. speech therapists who participated in the practice showed a high level, the number doubled. We are witnessing an increase in the indicator of the highest level – the indicator of specific methods and techniques of the inclusive learning process from 4 to 10 people, that is, by 83% (Figure 1).

**Figure 1** – Comparative indicator of psychological and pedagogical support for speech therapists within the inclusive education system

As a result of the research, positive changes in the improvement of professional skills are one of the areas of psychological and pedagogical assistance for speech therapists and professional abilities. For example, the high level of “knowledge about the legislative bases of the inclusive learning process” of speech therapists shows that it increased by 41% before the work was carried out, and by 75% after the experiment. We also noted that “the level of students’ learning of information about the peculiarities of development “ increased from 25% to 59%, “ the possibility of using specific methods and techniques in the process of inclusive learning “ – from 33% to 83%.

Conclusion

Education in schools is one of the major issues that is now in high demand; for students with special educational needs, an inclusive learning procedure has been established. In this process, speech therapists’ professional acts are very important. A expert of the greatest caliber is required to instruct children. Furthermore, the results of the study indicate that improving these professionals’ professional standing is currently not promising. This implies

that educational and psychological assistance are necessary for speech therapists working in inclusive education.

These recommendations will be reviewed based on the results of the study.:

The creation of a speech therapy association with the aim of exchanging experience for psychological and pedagogical support of the course of systematic improvement of the professional activities of speech therapists in the inclusive education system allows us to solve many methodological issues.

Theoretical and experimental research results can be used in the daily educational practice of speech therapists in general education schools.

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