



## PEDAGOGICAL AND SPEECH THERAPY FOUNDATIONS FOR THE DEVELOPMENT OF COHERENT SPEECH IN CHILDREN WHO STUTTER IN AN INCLUSIVE EDUCATION ENVIRONMENT

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Article history:	Abstract:
<b>Received:</b> 20 <sup>th</sup> March 2026 <b>Accepted:</b> 14 <sup>th</sup> April, 2026	This article scientifically and theoretically analyzes the pedagogical and speech therapy foundations for developing coherent speech in children who stutter within an inclusive education environment. The impact of stuttering on children's speech activity, communicative competence, and social adaptation is highlighted. The study substantiates the effectiveness of developing dialogic and monologic speech, speech breathing exercises, articulation activities, interactive methods, role-playing games, and innovative technologies in the development of coherent speech. In addition, the importance of cooperation among teachers, speech therapists, psychologists, and parents in an inclusive educational environment is revealed. According to the research findings, a comprehensive pedagogical and speech therapy approach is an important factor in developing coherent speech and increasing communicative activity in children who stutter.

**Keywords:** Inclusive education, stuttering, coherent speech, speech therapy, communicative competence, dialogic speech, monologic speech, corrective-pedagogical activities, innovative technologies, multimodal approach, speech development, speech breathing, articulation exercises, communicative activity.

In the global education system, the development of inclusive education, the socialization of children with special educational needs, and the formation of their communicative competence are recognized as one of the priority pedagogical directions. Modern pedagogical concepts interpret ensuring every child's right to quality education, taking into account their individual capabilities, as an important socio-pedagogical task. From this perspective, the development of speech activity in children with speech disorders, particularly children who stutter, is considered one of the urgent scientific and practical problems in the fields of special pedagogy and logopedics.

Stuttering is a complex speech disorder characterized by impairments in the tempo, rhythm, and fluency of speech. It negatively affects not only the child's speech development but also their psychological state, emotional stability, communicative activity, and social adaptation. In children who stutter, the development of coherent speech slows down due to the occurrence of speech anxiety, withdrawal from communication, and lack of self-confidence. Particularly within an inclusive educational environment, the ability of such children to communicate freely with their peers and to express their thoughts consistently and logically emerges as an important pedagogical issue.

Coherent speech is an important indicator of human thinking and communicative activity, reflecting a child's ability to express thoughts sequentially, grammatically correctly, and meaningfully as a whole. The development of dialogic and monologic speech plays a significant role in a child's active participation in the educational process, social relationships, and personal formation. However, in children who stutter, spasmodic conditions in the functioning of the speech apparatus, emotional tension, and communicative barriers negatively affect the full development of coherent speech. Therefore, the scientific study of the pedagogical and logopedic foundations for developing coherent speech in children who stutter within an inclusive educational environment is of great importance.

In the Republic of Uzbekistan, large-scale reforms are being implemented to improve the inclusive education system, support children in need of special assistance, and ensure their integration into society. In particular, the Law of the Republic of Uzbekistan "On Education," the Law "On the Rights of Persons with Disabilities," and other regulatory and legal documents aimed at developing inclusive education serve as an important foundation for improving corrective-pedagogical work with children with special educational needs. These documents pay special attention to ensuring quality education, psychological and pedagogical support, and communicative development for children with speech disorders.

The problem of stuttering has been studied by many scholars in the fields of logopedics and psychology. Researchers such as Lev Vygotsky, Raisa Levina, V.I. Seliverstov, G.A. Volkova, S.S. Lyapidevskiy, and N.A. Vlasova scientifically investigated the psychological and pedagogical characteristics of stuttering, the developmental patterns of speech

activity, and corrective methods. Uzbek scholars have also conducted significant scientific research on the content and methodology of speech therapy work with children who have speech disorders. However, the pedagogical and logopedic mechanisms for developing coherent speech specifically in children who stutter within an inclusive educational environment have not been sufficiently studied, which determines the relevance of this topic.

An inclusive educational environment creates favorable pedagogical opportunities for involving children who stutter in natural communicative situations, developing their free communication skills within a group, and increasing their speech activity. In particular, interactive methods, role-playing games, dramatization, communicative exercises, multimodal approaches, and innovative speech therapy technologies demonstrate high effectiveness in the development of coherent speech. At the same time, comprehensive corrective and developmental activities based on the cooperation of teachers, speech therapists, psychologists, and parents serve as an important factor in the speech and social development of children who stutter.

This article scientifically and theoretically analyzes the pedagogical and logopedic foundations for developing coherent speech in children who stutter within an inclusive educational environment, the factors influencing the development of coherent speech, and effective corrective-developmental technologies. In addition, the practical effectiveness of innovative approaches aimed at developing coherent speech is highlighted.

Stuttering is one of the complex disorders of children's speech activity and is characterized by disruptions in the tempo, rhythm, and fluency of speech caused by involuntary contractions of the muscles of the speech apparatus. This speech disorder negatively affects a child's communicative activity, emotional-volitional state, and social adaptation. In particular, the prolonged persistence of stuttering creates various psychological and linguistic difficulties in the process of developing coherent speech.

Coherent speech reflects a person's ability to express thoughts in a logically consistent, grammatically correct, and semantically complete manner. It includes both dialogic and monologic forms of speech. However, in children who stutter, interruptions in the consistent expression of thoughts are observed due to speech tension, communicative anxiety, and spasmodic conditions in the functioning of the speech apparatus. As a result, the child's speech activity decreases, while opportunities to use rich vocabulary and grammatical structures become limited.

Lev Vygotsky considered the development of speech and thinking as interrelated processes and emphasized that speech impairments also affect a child's psychological development. According to the scholar, the insufficient formation of communicative activity slows down the process of acquiring social experience. Raisa Levina scientifically explained that the impairment of the communicative function of speech in children who stutter leads to a delay in the development of coherent speech. In the studies of V.I. Seliverstov, it was noted that the psychological components of stuttering—such as speech anxiety, emotional tension, and lack of self-confidence—negatively influence the development of coherent speech.

Monologic speech develops with particular difficulty in children who stutter. This is because monologic speech requires the child to describe events and situations independently, sequentially, and logically. Interruptions in speech hinder the coherent expression of thoughts. In dialogic speech, children are often observed limiting themselves to short responses, avoiding conversation, or reducing their speech activity. Such conditions restrict their ability to communicate effectively with peers within the inclusive educational process.

One of the distinctive features of coherent speech development in children with stuttering is their high emotional sensitivity to speech situations. Children experience psychological tension when speaking in front of a group, answering questions, or engaging in free conversation. As a result, the tempo of speech becomes disrupted, the number of pauses increases, and repetitions and prolonged pronunciations occur. These factors negatively affect the semantic integrity of coherent speech.

Inclusive education is a pedagogical system based on providing equal educational opportunities for all children while taking into account their individual abilities. Such an educational environment creates important pedagogical opportunities for developing the communicative activity of children who stutter, ensuring their social adaptation, and fostering the development of coherent speech.

Within an inclusive classroom environment, children who stutter engage in natural communication with their peers, participate in various communicative situations, and gain speech experience. This process positively influences the development of both dialogic and monologic speech. At the same time, the teacher's tolerant attitude, psychological support, and the creation of a positive emotional atmosphere in the inclusive environment are of great importance.

In the development of coherent speech, it is necessary to organize pedagogical and logopedic activities in a comprehensive manner. This process includes the following main directions:

- development of speech breathing;
- improvement of articulatory motor skills;
- expansion of vocabulary;
- formation of grammatical skills;
- development of dialogic and monologic speech;
- enhancement of communicative activity;
- reduction of emotional tension.

The formation of speech breathing is considered an important component of stuttering correction. Proper breathing helps normalize the tempo and fluency of speech. Articulation exercises activate the muscles of the speech apparatus and ensure clear and fluent sound pronunciation.

In the development of coherent speech, effective methods include storytelling, retelling texts, organizing conversations based on pictures, dramatization, and the use of role-playing games. In particular, role-playing games help children communicate freely, reduce speech anxiety, and develop their communicative competence.

In modern speech therapy practice, innovative pedagogical technologies demonstrate high effectiveness in the development of coherent speech in children who stutter. Multimedia tools, interactive methods, communicative training, and multimodal approaches serve as important means for increasing children's speech activity.

The multimodal approach is based on the integrated use of several sensory channels in the process of speech development. In this approach, the combined use of visual, auditory, and kinesthetic tools helps children better assimilate speech material. For example, picture cards, video materials, interactive presentations, and dramatization elements produce effective results in the development of coherent speech.

Among interactive methods, techniques such as "Brainstorming," "Cluster," "Communicative Game," and "Role Play" contribute to the development of free thinking and independent speech construction skills in children who stutter. In particular, working in small groups increases children's speech activity and expands their opportunities for social communication.

Speech therapy programs developed on the basis of information and communication technologies also play an important role in the development of coherent speech. Through audio and video exercises, children develop skills for controlling speech tempo, intonation, and fluency. In addition, such technologies increase children's interest in lessons and enhance the effectiveness of corrective activities.

The effectiveness of the process of developing coherent speech in children who stutter directly depends on the cooperation among teachers, speech therapists, psychologists, and parents. The consistent and continuous implementation of corrective-developmental activities ensures the stable formation of speech skills in the child.

One of the important factors is the development of a patient and supportive attitude toward the child's speech by parents. A positive psychological environment within the family increases the child's confidence in speech and stimulates communicative activity.

Lessons organized by teachers and speech therapists on the basis of an individual approach contribute to the gradual development of the child's speech abilities. In an inclusive educational environment, involving children who stutter in collaborative activities with their peers creates important pedagogical conditions for the natural development of coherent speech.

The issue of developing coherent speech in children who stutter within an inclusive educational environment is considered one of the urgent areas of modern special pedagogy and logopedics. Analysis of research shows that stuttering negatively affects not only the tempo and fluency of speech, but also the child's communicative activity, emotional state, social adaptation, and personal development. Therefore, the process of developing coherent speech in children who stutter should be organized on the basis of a comprehensive pedagogical and logopedic approach.

Coherent speech is an important communicative means that demonstrates a child's ability to express thoughts consistently, logically, and grammatically correctly. In children who stutter, however, speech anxiety, emotional tension, communicative barriers, and spasmodic conditions in the functioning of the speech apparatus negatively affect the full development of coherent speech. In particular, difficulties in expressing thoughts sequentially during monologic and dialogic speech limit the child's opportunities for communication with peers.

An inclusive educational environment creates favorable pedagogical opportunities for increasing the communicative activity of children who stutter, ensuring their socialization, and enriching their speech experience. A natural communication environment, group activities, and collaborative learning processes with peers positively influence the development of coherent speech. At the same time, a psychologically supportive environment created by teachers and speech therapists plays an important role in strengthening the child's confidence in speech.

The research revealed that the use of speech breathing exercises, articulatory gymnastics, storytelling, retelling, dramatization, role-playing games, and interactive methods produces effective results in the development of coherent speech. In particular, speech therapy approaches based on multimodal and innovative technologies were found to be highly effective in increasing children's speech activity, developing communicative competence, and reducing speech anxiety.

Furthermore, comprehensive corrective-developmental activities based on the cooperation of teachers, speech therapists, psychologists, and parents proved to be an important factor in the formation of coherent speech in children who stutter. A positive psychological environment within the family, a supportive attitude toward the child's speech, and regular speech therapy sessions ensure the stability of speech development.

In conclusion, improving the pedagogical and logopedic foundations for developing coherent speech in children who stutter within an inclusive educational environment, widely implementing innovative technologies and communicative approaches in practice, and developing a comprehensive corrective system contribute significantly to the effective speech and social development of children. These approaches play an important pedagogical role in increasing the participation of children who stutter in the educational process, ensuring their successful integration into society, and supporting their full personal development.

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