Journal of Philosophy and Linguistics
Research Article Peer-review, Open Access

Technologies for Developing Professional Responsibility of Future Speech Therapists During Teaching Practice

Kayumova Gulshodaxon Muhammadjon qizi[1]

Abstract: This article explores modern technologies for the formation and development of professional responsibility of future speech therapists (logopedists) during teaching practice. The study analyzes the effectiveness of new pedagogical approaches, practical tasks, reflective technologies, and professional simulations, determining their impact on students' abilities for professional accountability, ethical decision-making, and independent activity.

Keywords: professional responsibility, future speech therapist, teaching practice, reflection, simulation, ethical decision-making, competence, professional training.

[1]*Independent researcher, Chirchik State Pedagogical University, Tashkent Region,* *Avivo8151@gmail.com*

Introduction

The Working with speech disorders is an area of pedagogical activity that requires not only a high level of knowledge and skills but also a deep sense of professional responsibility. Professional responsibility is a specialist's readiness and ability to perform their duties based on leading ethical and normative principles, with a sense of accountability for outcomes, and in accordance with professional standards and respect for the individual's rights and dignity. In the modern education system, the training of future speech therapists should be aimed not only at their theoretical knowledge but also at developing their personal and professional qualities, particularly the sense of responsibility. Pedagogical practice is the most important stage for the student to integrate theory with practice, analyze their own activities, and achieve professional growth. From this perspective, specific technologies and methods applied during the practice play a decisive role in shaping the professional responsibility of future specialists.The purpose of this article is to study innovative technologies for developing the professional responsibility of future speech therapists during pedagogical practice, analyzing their essence, methods of application, and effectiveness.

Methodology

The methodological basis of the research consists of systemic, person-oriented, activity-based, and competence-based approaches. The study was conducted using the following methods:

1. Theoretical Analysis: Study of contemporary scientific literature, dissertations, and articles in pedagogy, psychology, special pedagogy, and speech therapy.
2. Systematization and Integration: Systematizing technologies for forming professional responsibility and integrating them with various stages of the educational-practical process.
3. Modeling: Developing an integrative model of technologies for developing professional responsibility applicable at different stages of pedagogical practice (preparation, implementation, analysis).
4. Descriptive Methods: Detailed description of the essence, stages, and potential of new pedagogical technologies.

The object of the research is the process of professional training for future speech therapists, while the subject is the technologies for developing their professional responsibility during pedagogical practice.

Technologies for Developing Professional Responsibility During Teaching Practice

1. Reflective Activity Technologies.Reflection is the process of analyzing, evaluating, and reconstructing one's activities, actions, decisions, and their outcomes. Reflective technologies in pedagogical practice include:

· Reflective Journal: The student writes about the work done, difficulties, personal feelings, and future action plans at the end of each practice day. This develops self-analysis skills and a sense of responsibility.
· "Time Capsule" Method: At the beginning of practice, the student writes messages and wishes to their future self, opening them at the end of practice to evaluate their growth.
· Analysis of "Dilemma Situations": Students are given descriptions of ethically and professionally complex situations, each proposing a solution, followed by a group discussion. This helps in learning accountability for one's decisions.

2. Professional Simulation and Role-Playing Technology. This technology allows for modeling real professional situations in a safe environment. Effective simulations for future speech therapists include:

· Communication with Parents Simulation: A conversation with a "difficult" parent, explaining diagnostic results, demonstrating a responsible approach to program selection.
· Interdisciplinary Case Conference Simulation: Discussing a child's condition with a psychologist, special educator, neurologist, and developing a unified plan, where each specialist understands their responsibility.
· Presentation and Reporting Simulation: Reporting on one's work results to a team, fostering a sense of accountability for one's activities.

3. Case-Based Learning Technology (Case-Study). Working based on complex cases (cases) from real speech therapy practice. Deeply studying each case, identifying the problem, proposing solution options, and anticipating their consequences develops the ability for foresight, which is the basis for a responsible approach. Analysis of both successful and unsuccessful cases is of great importance.

4. Portfolio Technology. A "Professional Development Portfolio" is not just a collection of results (worksheets, diagnostic materials) but also a tool for self-analysis, evaluation, and planning. The portfolio should contain the following sections:

· Self-Assessment Section: Goals, achievements, difficulties, and ways to overcome them.
· Reflective Notes: Questions and answers posed to oneself after practice sessions.
· Ethical Code and Decisions: Professional and ethical principles set for oneself, difficult decisions made.

The process of compiling a portfolio forces the student to understand accountability for their growth, mistakes, and successes.

5. Mentorship and Supervision Technology. Systematic support and observation of a practicing student by an experienced speech therapist (mentor). This shapes not only practical skills but also a responsible attitude. Supervision is a process of jointly analyzing complex situations, reducing emotional burden, and learning to maintain professional boundaries. The mentor, by asking questions such as "Why?", "How did it affect the

client's condition?", "What alternative options were there?" when analyzing the student's actions, develops their sense of responsibility.

6. Interactive and Collaborative Technologies. Team projects, joint diagnostics, developing rehabilitation programs – such tasks teach both collective and personal responsibility. Each participant learns to contribute to the overall result and feel accountable for its quality.

Conclusion

Pedagogical practice serves as the primary field for shaping the professional responsibility of future speech therapists. It is essential to structure this process not merely with observation and simple tasks, but to build it on specially organized, pedagogically grounded technologies. Reflective technologies, professional simulations, case-based learning, portfolios, mentorship, and collaborative technologies represent a set of methods that provide the future specialist not only with a repertoire of professional actions but also with an understanding of the meaning of these actions, their ethical consequences, and accountability to the individual and society. They transform the student into an active subject, developing their ability to feel personal accountability for their activities and outcomes. The modern assessment mechanisms, virtual platforms, and step-by-step development model outlined in the additional information enable this process to be systematic and measurable. Addressing each problem area individually, dividing practice into four logical stages, and integrating various technologies guarantee the training of future speech therapists not only as highly qualified but also as deeply responsible specialists who understand and respect the ethical standards of their profession. The integrated and coordinated implementation of the described technologies at all stages of pedagogical practice (preparation, implementation, analysis, and evaluation) significantly increases the effectiveness of developing future speech therapists' professional responsibility and prepares them to overcome challenges in real professional environments.

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