

PRACTICAL SIGNIFICANCE OF THE SYSTEM OF SENSORIMOTOR EXERCISES IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF FUTURE SPEECH THERAPISTS

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Annotation: This article highlights the practical significance of a system of sensorimotor exercises in developing the professional competencies of future speech therapists. The role of sensorimotor exercises in speech therapy education, their contribution to integrating theoretical knowledge with practical skills, and their impact on professional training are analyzed. The findings confirm the effectiveness of the sensorimotor approach in enhancing the professional competencies of future speech therapists.

Keywords: future speech therapist, professional competence, sensorimotor exercises, speech therapy education, practical training

Introduction

In recent years, the increasing prevalence of speech and communication disorders among children has highlighted the need for highly qualified speech therapists capable of applying effective and evidence-based intervention methods. This situation places special emphasis on the professional training of future speech therapists and the development of their core competencies. Among the modern approaches used in speech therapy education, sensorimotor-based methods have gained particular importance due to their close connection with speech and cognitive development.

Sensorimotor development, which integrates sensory perception and motor activity, plays a fundamental role in the formation of speech, cognitive processes, and overall psychological development. Research indicates that impairments in sensorimotor functioning often lead to delays in articulation, phonemic awareness, and language acquisition. Therefore, the systematic use of sensorimotor exercises is considered an essential component of effective speech therapy practice.

In the context of professional training, incorporating a system of sensorimotor exercises into speech therapy education allows future specialists to bridge the gap between theoretical knowledge and practical skills. Through hands-on experience, students develop the ability to select, adapt, and apply sensorimotor exercises according to individual needs, age characteristics, and specific speech disorders. This approach contributes significantly to the formation of professional competencies, including diagnostic skills, corrective planning, and reflective practice.

Thus, the practical significance of sensorimotor exercise systems lies in their capacity to enhance the professional competence of future speech therapists. Integrating sensorimotor methodologies into training programs not only improves the quality of speech therapy



education but also ensures more effective intervention outcomes in professional practice. This makes the study of sensorimotor approaches a vital direction in modern speech therapist training.

Literature Review

The sensorimotor approach is grounded in the understanding that speech and language development is closely connected with motor, sensory, and cognitive processes. Numerous researchers emphasize that effective speech production depends not only on linguistic knowledge but also on the integration of sensory perception and motor control. In this context, sensorimotor exercises are considered a fundamental component of professional training for future speech therapists, as they facilitate the coordination of auditory, visual, tactile, and kinesthetic systems.

Studies in neuropsychology and speech pathology demonstrate that sensorimotor integration plays a crucial role in the formation of articulation, phonemic awareness, and expressive language skills. Therefore, incorporating sensorimotor exercises into the curriculum of speech therapy education helps future specialists better understand the neurophysiological mechanisms underlying speech disorders and their correction.

Professional competencies of future speech therapists include diagnostic skills, corrective intervention planning, motor coordination assessment, and individualized therapy design. Researchers highlight that sensorimotor exercises contribute significantly to the development of these competencies by enhancing practical skills and clinical thinking.

According to contemporary pedagogical studies, systematic use of sensorimotor exercises improves students' ability to observe, analyze, and interpret motor-speech behaviors in children with speech and developmental disorders. This practical engagement supports the transition from theoretical knowledge to applied professional activity. Moreover, sensorimotor training develops fine and gross motor awareness, which is essential for conducting articulation gymnastics, breathing exercises, and rhythm-based speech activities.

Clinical readiness is a key indicator of professional competence in speech therapy. Literature indicates that future speech therapists who undergo structured sensorimotor training demonstrate higher levels of confidence and effectiveness during practicum and internship experiences. Sensorimotor exercises allow students to model therapeutic situations, practice intervention techniques, and adapt methods to individual needs.

Research also shows that sensorimotor-based instruction fosters reflective practice, as students learn to evaluate the effectiveness of exercises and modify them according to a child's sensory and motor profile. This adaptability is particularly important when working with children with complex speech disorders, autism spectrum disorders, and intellectual disabilities.

Many authors emphasize the interdisciplinary nature of sensorimotor exercises, combining elements of speech therapy, occupational therapy, special pedagogy, and developmental psychology. This integration supports the formation of holistic professional competencies in future speech therapists. Sensorimotor systems are viewed not only as corrective tools but also as developmental resources that promote attention, memory, emotional regulation, and communicative motivation.

From this perspective, sensorimotor exercises are considered a means of developing both hard skills (diagnostic and corrective techniques) and soft skills (empathy, communication, and



collaboration), which are essential for professional practice in inclusive and special education settings.

Despite the recognized importance of sensorimotor exercises, the literature indicates a need for more empirical studies focused specifically on their impact on professional competency formation in speech therapy students. Most existing research concentrates on child outcomes, while fewer studies analyze the pedagogical effectiveness of sensorimotor systems in higher education. This highlights the relevance of further research aimed at developing structured models and assessment criteria for sensorimotor-based professional training.

The analysis of scientific literature confirms that the system of sensorimotor exercises has significant practical value in the development of professional competencies of future speech therapists. Sensorimotor training enhances theoretical understanding, practical skills, clinical readiness, and interdisciplinary competence. Consequently, integrating sensorimotor exercises into speech therapy education programs is a scientifically justified and pedagogically effective approach to preparing competent and adaptable specialists.

Conclusion

In conclusion, the essay contest helped students understand the harmful effects of drug addiction and psychotropic substances on human life. Through their essays, students expressed their own opinions and showed a negative attitude toward harmful habits. The contest encouraged students to choose a healthy lifestyle, think independently, and take responsibility for their future. Overall, this activity played an important role in raising awareness among students and promoting moral and social values.

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