

FORMATION AND DEVELOPMENT OF THE SYSTEM OF TRAINING SPEECH THERAPY PERSONNEL (LATE XIX – EARLY XXI CENTURY)

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The preparation of future speech therapists in the modern educational space is defined by processes in the socio-cultural environment, societal transformations, changes in modern mentality, and heightened requirements for the quality of professional training. The necessity to improve speech therapy training arises from disparities between second-generation state educational standards for computerization and use of information resources, and the real state of the education system. Additionally, there is a growing number of children with speech disorders, often complicated by secondary disorders. A deep historical study of the development of speech therapy training is key to understanding and improving modern educational processes, considering socio-economic, cultural, and technological factors that shape the needs and directions of speech therapy development in the future. The article highlights the history of the development of the national speech therapy education system, revealing its connection with the socio-economic structure of the country, global historical-pedagogical processes, and the level of development of defectology science. The analysis of scientific literature allows identifying general conditions for the modernization of speech therapy education, confirming that based on an in-depth study of the content and essence of the problem of forming professionalism and professional competence of future speech therapists, it is possible to develop organizational and methodical support for their development and implementation in educational and production practice according to socio-economic conditions. This article emphasizes the importance of a deep analysis of historical and modern aspects in the training of speech therapists, taking into account socio-cultural changes and technological development. Understanding the history and current state of speech therapy education is key to effectively modernizing training that meets the contemporary challenges and needs of society

Keywords: special education, history of speech therapy, speech disorders, training of personnel, speech therapist

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1. Introduction

In all historical eras, the development of the national system of special education, to which speech therapy belongs today, was connected with the socio-economic structure of the country, the value orientations of the state and society, the policy regarding children with developmental disorders, legislation in the field of education as a whole, world history – the pedagogical process and state of development of defectology as an integrated field of knowledge at the junction of medicine, psychology and pedagogy. Prerequisites for the organization of special education for people with developmental disabilities existed for several centuries, but only at the turn of the XIX–XX centuries did the first experience of creating special educational institutions appear [1].

At the beginning of the XX century, special education began to develop. State institutions began to be opened to support children with psychophysical development disorders, specifically persons with hearing dis-

orders. Specialists were supposed to work in each institution, providing help, including speech therapy. The changes that took place in the education of the XXI century brought ones in the professional training of speech therapists.

Today, pedagogy needs a specialist of a modern type. A modern speech therapist is, first of all, a person who combines high professionalism, intelligence, social maturity and creativity, organically integrated into the modern informational and educational space. An integral indicator of the maturity and development of the entire system of socially significant characteristics, professional and personal qualities of a modern speech therapist should be the readiness to create individual correction programs, which is embodied in individual creative, professional and pedagogical activities.

However, the theoretical analysis of the literature and the experience of pedagogical universities show [2] that the modern pedagogical training of speech therapists

requires the development of a modern model that can be implemented in the conditions of the modern informational educational space. This requires theoretical substantiation of the ways of updating speech therapist education, analysis of historical data, determination of factors of effective training of a specialist, development of features of management of speech therapist education, creation of didactic models of basic and specialized courses, identification of the specifics of their technological organization in the modern informational educational space.

2. Literary review

In his research, V. Bondar described in detail the periodization of the development of special education in Ukraine, highlighted the key stages of its formation and development. The scientist outlined the criteria for defining periods in the history of special education, which allows for a deeper understanding of changes in approaches to education and upbringing of persons with special educational needs. This periodization reflects important events and trends that significantly influenced the formation of the modern system of special education in the country [1]. M. Berehova focused her research on the development and experimental verification of training methods for future special educators, so that they can work effectively in an inclusive educational environment. This included the development of a comprehensive approach that takes into account the specifics of inclusive education and requires teachers to have a high level of competence and readiness to use innovative educational technologies to meet the special educational needs of all students [3].

O. Potapenko in her writings focused on the inertia of the educational process in the preparation of speech therapists, distinguishing conditional boundaries between different periods of development of theory and practice. This emphasizes that the transition from one stage to another is not instantaneous and requires time to adapt and integrate new approaches into the educational process [4].

S. Chupakhina emphasized the importance of integrating specialized materials into the training of teachers for effective work in an inclusive educational environment. She pointed to the importance of training teachers who are able to use innovative teaching methods and technologies to meet the educational demands of children with special needs [2].

The need to study historical formations for research is the development and implementation of innovative teaching methods that take into account the latest technologies and socio-cultural changes [5]. This will effectively prepare future speech therapists to work in the rapidly changing world.

3. Research aim and tasks

The aim of the study is to study and analyze the historical development and the current state of professional training of speech therapists in Ukraine (end of the 19th century – beginning of the 21st century), with the purpose of determining effective ways of its modernization.

Research tasks include:

1. Study of archival sources and scientific works covering the history of training of speech therapists in the system of special education in Ukraine.

2. Analysis of modern trends and challenges in the professional training of speech therapists, with an emphasis on the implementation of innovative approaches and methods.

4. Materials and methods

Various sources and methodologies are used to achieve the objectives, including the analysis of scientific literature, historical data, and a theoretical overview of the development of speech therapy education. The study focuses on an integrated approach, covering historical analysis and contemporary context, as well as taking into account the various socio-economic and cultural aspects affecting the training of speech therapists.

Various resources were used to find sources of research information: scientific databases (Google Scholar, Clarivate, and others), which provide access to a large number of academic articles and studies; electronic repositories of institutions of higher education and scientific institutions, where dissertation abstracts, scientific publications and other scientific works are stored.

5. Research results and discussion

The history of the emergence and development of the domestic system of special educational institutions is relatively short, connected with both historical-genetic and national socio-cultural conditions. At the same time, the process of development of speech therapy education within the framework of defectology was intensive and progressive. Historical and modern problems of training speech therapists were studied by scientists [4]. The first experience in the organization of assistance to children with developmental disorders was accumulated in clinical practice at the end of the XIX and the beginning of the XX centuries. The most urgent problem during this period of the development of special education was the organization of assistance to children with intellectual and mental disabilities. An important achievement of defectology during this period was the study of the etiology and pathogenesis of mental disorders, the study of the causal determination of intellectual disorders by morphological changes in the cerebral cortex. The experience of defectology was enriched by the results of research in various fields of natural science, physiology, microbiology, pathological anatomy and evolutionary theory [6].

Theoretical research in the study of children with mental retardation served as the basis for the practical application of this knowledge in working with children with speech development disorders. At the turn of the XIX and XX centuries, the first specialized institutions for children with mental and intellectual disabilities were opened. In Ukraine at the end of the XIX – at the beginning of the XX century, the professional training of speech therapists in the system of special education was based on the acquisition of professional experience through the mastery of special methods and techniques of corrective and pedagogical activities based on the existing general pedagogical training.

In the list of educational subjects, an important place was given to medical knowledge. At the initial stage of the formation of the speech therapist training system, its content was developed as part of the training of specialists for various social spheres, which was determined by the wide range of professional competencies of speech therapists. However, the process of their professional training was limited to the field of school education, which determined exclusively the pedagogical focus of defectological, in particular speech therapy, training for many years.

Further development of special education is characterized by a tendency to differentiate institutions by profiles. Not only purely psychiatric institutions were opened for children with persistent mental disorders, but also medical-pedagogical ones, in which medical and educational training and neuropsychological measures were carried out. Psychiatrists, psychologists and teachers took care of children in medical and educational institutions. The experience of working in medical and educational institutions has shown that educational measures play a significant role in psychoneurological work. The training of speech therapists began in 1918 with the organization of a short course in practical speech therapy for employees of preschool institutions [1].

With the introduction of higher defectology education, special courses for speech therapists were included in the curricula of defectology faculties. Each speech therapist student was required to acquire theoretical knowledge and practical skills in speech therapy.

Speech therapy was taught as an auxiliary discipline for defectologists (deaf pedagogues, typhlopedagogues, oligophrenoppedagogues); the defectology faculty did not aim to train speech therapists. Due to this attitude, speech therapy training was simplified and focused on gross speech disorders. The experience of training teachers-defectologists with secondary special education on the basis of defectological colleges, the functioning of which required teachers of special pedagogy, psychology and relevant methods, was indicative. Since the structural and content volume of the educational material was quite limited, the single-specialty training of defectologists (speech therapists) was justified.

It was concluded that a speech therapist is needed not only in special educational institutions, but also in mass schools to provide speech therapy assistance to children of preschool age, when the developing speech is not only slightly impaired, but also more easily amenable to correction than at a later age. In the 1946–1947 academic year, a wide scientific debate broke out about whether speech therapy belongs to medical or pedagogical sciences and, accordingly, about who should take care of overcoming speech disorders – a doctor or a teacher. In the 1950s, the most rational way of combating speech disorders was speech therapy work directly in schools, kindergartens, and preschools [4].

According to V. Bondar, in such a situation, proper training of primary school teachers and employees of preschool institutions is necessary [1]. For this you need:

1) introduction of a speech therapy course to the curricula of institutions that prepare such personnel;

2) organization of speech therapy courses, seminars and workshops for teachers and employees of preschool institutions. In 1959, the training was carried out according to the curriculum, which provided for 29 weeks of special pedagogical practice.

Thus, in the period from the 1930s to the 1960s, the system of professional training of speech therapists went a long way, as a result of which there was a significant optimization of this process, which included both general pedagogical and special training. The best practice of training a speech therapist was the creation of a single independent complex for the training of specialists for working with various categories of children with developmental disabilities, which included pedagogical units (preschool and school institutions, the faculty for training defectologists, and a research center) [4].

By that time, similar centers in a number of countries had already proven their effectiveness, working as a complete system. This approach remains relevant today. At the end of the 1980s, the process of scientific research into the content and organization of the professional training of defectologists (speech therapists) was characterized by the accumulation of factual material and empirical data. In the 1990s, which coincides with the beginning of the transition period in the development of the domestic system of special education, the process of rethinking the content of education takes place under the influence of new value orientations of society and the state, which has embarked on the path of democratic development, a new understanding of human rights and the rights of the child, a new legislative base and new value orientations of the education system as a whole. The system of special education that developed at the end of the second stage is characterized by an orientation towards the development of cognitive activity, general knowledge, abilities and skills.

"It goes without saying that the research program of the Institute of Correctional Pedagogy and Psychology, aimed at scientific support for the transition of the domestic system of special education to a qualitatively new stage of development, includes the task of designing special pedagogical support for the processes of socio-emotional development and the formation of self-awareness in children with various developmental disorders at all age stages" [7].

In May 1997, the 3rd European Congress of the Standing Committee of Speech-Language Therapists (LCSTL) was held in Lisbon.

This non-governmental organization unites associations of orthodontists and speech therapists from all countries of the European Union, as well as from Norway and Switzerland. Its main task is to harmonize the professional interests of speech therapists and defectologists, to coordinate scientific research in the field of speech therapy, to promote the implementation of modern scientific and practical achievements, as well as to develop unified educational programs and professional standards. For example, it was found that most speech therapists are poorly prepared for the prevention of speech disorders (consulting, informing, mediating between educational institutions, parents and other specialists) [8].

Accordingly, four stages can be distinguished in the development of professional training of future speech therapists in the special education system:

The first stage – formation of the speech therapy system. Speech therapy education was a part of defectology education, where the process of professional training of specialists was limited to the field of school education;

II stage – intensive development of higher education in the field of special education. Organization of a short course in practical speech therapy for preschool teachers, opening of defectology courses at faculties.

A short excursion into the history of the professional training of future speech therapists in the system of defectological (special) education in educational institutions shows that each new stage of its development was determined by a social order regarding the socio-economic system of the country, the values of the state and society, and the policy towards children with developmental disorders, legislation in the field of education in general, the world historical-pedagogical process, the stage of development of defectological science.

III – crisis of the system of defectology (speech therapy) education (transformation of the system of higher education, subsystems of professional education of various specialists, development of appropriate requirements for the socio-professional activity of a speech therapist) – 70s – beginning of 90s of the XX century;

IV - modern stage (restructuring of the content and organizational foundations of special education, restructuring of mass and special education, separation of speech therapy education from special) – 1997 – today.

At the stage of development of independent Ukraine, despite the crisis phenomena in the socio-economic development of the country, the system of special education survived and gradually developed. In order to provide institutions with defectologists, a decision was made to train pedagogical personnel who already had a higher pedagogical education (primary school teachers, subject teachers) with a second higher education in defectology. School principals and their deputies studied according to a one-year program, and teachers according to a two-year, three-year program. Thus, at the beginning of the 2000s, there were 387 institutions in Ukraine, in which 47,378 children studied and 10,990 teachers worked.

At that time, defectology education in Ukrainian higher educational institutions began in accordance with the state educational standards of higher professional education and was initially focused on two-level education: bachelor and specialist/master, and since 2015 – exclusively bachelor and master. The main difference in the training of teaching staff was the competency-based approach. This means that curricula and educational and professional programs were compiled on the basis of a list of competencies necessary for pedagogical practice in the conditions of education of persons with special needs [9, 10]

"A short excursion into the history of the professional training of future speech therapists in the system of defectological (special) education in educational institutions convinces that each new stage of its development was determined by a social order related to the socio-economic system of the country, the value orientations of the state and society, the policy towards children with developmental

disorders, legislation in the field of education in general, the world historical-pedagogical process and the level of development of defectological science" [11].

The analysis of scientific literature on the problematic field of research proved the relevance of this issue for teachers, psychologists, society as a whole both in the past and today, allowed to determine some general conditions for the modernization of speech therapy education, confirming that on the basis of an in-depth study of the content and essence of the problem of the formation of professionalism and professional competence of future speech therapists, it is possible to develop organizational and methodological support for their development and implementation in educational and industrial practice in accordance with socio-economic conditions [12]. It follows from the above that the issue of training future speech therapist students with higher professional education is not finally resolved. In this regard, the need to study it remains relevant, new scientific and practical data are needed, in accordance with the great needs of society and the subject of our research.

Today, one of the most common developmental problems in children is a speech disorder. Speech disorders complicate a child's education and affect his/her mental and intellectual development. Although there are no accurate statistical data that would allow for an objective assessment of the number of children who need correction of speech disorders, as the criteria for speech disorders are not clearly defined, it is an undeniable fact that the number of students who need speech therapy is growing. According to UNESCO and the Ministry of Health, an average of 20–40 % of children in developed countries are diagnosed with language disorders and related specific learning difficulties. Such a situation is also characteristic of Ukraine.

M. Berehova notes that in the mid-2000s, more than 30 % of children aged 4–6 had one or another speech development disorder. Analyzing the studies, conducted by speech therapists and speech pathologists today, similar data emerge [3]. For example, the Ministry of Education and Culture of Ukraine cites data on the increase in the number of first-graders who need correction of speech disorders. According to statistics, in the 2012–2013 academic year their percentage was about 30 %, in the 2015–2018 academic year – already more than 50 %, and in the 2020–2023 academic year this data increased to 60 %.

It is clear that all these data testify not only and not so much to the deterioration of the development and health of children, but to a more careful attitude of specialists to speech development, as well as to the development of modern diagnostic tools that make it possible to detect developmental disorders that were previously left out of attention of specialists. And this attention is absolutely justified. Speech disorders affect various aspects of a child's life, influencing his/her activity, behavior and physiological functions of the body. All this, in turn, has a negative impact on the child's subsequent mastery of reading and writing and academic success, so it is necessary to develop a system of early intervention for such children, which will allow timely corrective measures to be taken.

Yu. Maksimiv, S. Chupakhina [12] note that future speech therapist teachers must master a number of academic competencies: apply psychological-pedagogical, defectological, medical-biological, linguistic knowledge in the field of professional activity; implement effective correctional and educational technologies in working with children, adolescents, and adults with special needs; carry out diagnostic and advisory activities; apply theoretical and empirical methods of psychological and pedagogical research, statistical methods of processing the received information, determine the reliability of the research results. The scientists indicated that the personal component of the readiness structure of future speech therapists includes the following characteristics: motivation, i.e. the urge of the student, future speech therapist, to successfully perform project activities; value orientations as a desire to improve one's professional environment with the help of project activities; value orientations, i.e. striving for reality through implementation of project activities; the will potential necessary for the implementation of the project; ability for self-development in connection with the project activity that will be implemented.

O. Martynchuk notes that understanding the importance of speech therapy work also leads to the conclusion of the need to find new approaches to the training of specialists in this field [13]. This article presents an analysis of approaches to the training of speech therapists, developed abroad and in Ukraine, the disclosure of the essence of speech therapy work in the modern educational situation, as well as a description of the problems and prospects of training speech therapists in the system of higher education.

In Ukraine, speech therapy is considered, first of all, as a special pedagogical science about speech disorders and the possibilities of their prevention, detection and elimination by means of special training and education. In the framework of speech therapy, the causes, mechanisms, symptoms, course and structure of speech disorders are studied and systems of corrective effects are developed. Until the 1930s, speech therapy was dominated by the idea that speech disorders are disorders of the muscles of speech and movement, and speech disorders were considered mainly in the context of developing symptomatic methods for overcoming motor-articulatory difficulties. These questions, together with the problem of correcting the respiratory system, constituted the main content of speech therapy, and practical corrective measures were mainly medical in nature [14].

According to Z. Leniv, with the expansion and deepening of scientific ideas about the nature of speech activity, the educational content of speech therapy work came to the fore [15]. On the basis of these ideas, the approach to the training of speech therapists, which prevails in our country today, was formed. It is usually carried out at speech therapy faculties of pedagogical colleges or at speech therapy departments of pedagogical faculties. Abroad, the approach to the content of speech therapy is somewhat different.

Speech-language pathologists specialize in the assessment, diagnosis, and treatment of communication disorders, cognitive and communication disorders, and speech and swallowing disorders.

Thus, speech therapy is not considered as a purely medical or purely educational specialty, but as a specialized field of practice at the intersection of medicine, education and social care. Take speech therapy in the United States as an example. The American Association of Deaf Pedagogues, which defines the speech therapist profession, notes that the speech therapist is a profession that is dynamically developing and requires active inter-professional interaction in the rapidly changing environment of health care, education, and so on. The main goal of speech therapists is to optimize people's ability to communicate [8].

M. Sheremet noted that a number of professional competences of a speech therapist teacher have been established: diagnostic, educational, upbringing, corrective-developmental and advisory, educational-methodical, innovative, scientific-research, informational-educational, organizational-managerial activities [10].

The content of speech therapy activities and the need to work in a team of professionals also determine the specifics of the training, which is also interprofessional, i.e. it involves the acquisition of knowledge and experience in various fields of activity, the acquisition of interaction skills with specialists of other profiles, which allows making more informed decisions in the choice of methods and forms of correction speech disorders. The problem of the need to improve approaches to the training of speech therapists is also relevant in our country.

N. Savinova noted that the training of a speech therapist needs a deep understanding in connection with the continuity of the intellectual and moral development of the individual, the pedagogical orientation of speech therapy training, the forms and methods of teaching students, the technologicalization of the process of training a speech therapist, the specification of the understanding of the meaning of the modern informational and educational space for speech therapists [16].

The main idea is based on the need to develop a technological model for the training of speech therapists in the modern information and educational space, taking into account the changed socio-economic and moral-psychological orientations of society, as well as changes in the information field of pedagogy, which are incorporated into modern science and require appropriate adaptation of pedagogical science in general, as well as the future speech therapist in particular [17].

Thus, according to S. Chupakhina [2], there is a need for a new generation of specialists who are significantly different from the classical version. This is due to a number of factors: an increase in the number of children who need the help of speech therapists, the creation of a system of early comprehensive support (including speech therapy) for children with developmental disabilities, etc. Indeed, the current level of diagnostic development allows detecting developmental disorders in children at the earliest stages, while correction of speech disorders usually begins only in preschool age (after 3–5 years), when a stable pathological stereotype of speech disorders has already been formed. At the same time, the sensitive period of mental and speech development, which falls on the first three years of a child's life, is lost.

This is mainly due to the lack of qualified teaching staff for psychological and pedagogical support of

young children. Another problem is the increasing prevalence of complex disorders, when speech disorders are combined with ones of motor and cognitive development. This means that specialists who work with such children must possess not only thorough basic scientific-theoretical and methodical knowledge in the field of speech therapy and defectology, but also sufficient competence in such areas as special psychology, medicine, etc. In this regard, it is necessary to expand training formats, introduce special courses, advanced training courses, professional retraining programs, etc.

V. Shevchenko said that it is necessary to more actively introduce new specializations that reflect the needs of education and upbringing of children with developmental disorders, such as early intervention and educational support, habilitation through the means of art, family education and counseling of children, alternative approaches to the education of children with developmental disorders, etc. [14].

Despite certain positive trends, a number of shortcomings can be noted: – a limited number of budgetary positions of speech therapists, which does not allow to fully satisfy real needs; – insufficient attention to the development of a full-fledged and effective model of continuous training of speech therapists, programs of retraining and professional development. The introduction of the so-called interprofessional education also seems promising.

According to O. Potapenko, it is necessary to revise the approaches to the training of speech therapists [4]. Today, a specialist in correctional and speech therapy work with children with speech development disorders must have versatile knowledge and experience of interprofessional interaction, which requires a revision of educational programs taking into account the best world practices and experience of domestic pedagogy. It is important to expand opportunities for students to acquire several specialties or specializations, chosen from those offered by the university.

The modern system of higher education in the field of defectology should be aimed at preparing graduates for professional mobility, expanding their employment opportunities, and offering a wide range of activities within one institution. Secondly, it is necessary to increase the number of speech therapists in educational institutions, which requires an increase in the budget of higher educational institutions that train specialists in this field.

Limitations of the study. The study focuses on a historical consideration of the development of speech therapy, which may limit its ability to include current data and reflect new approaches. Its basis is theoretical analysis, which does not always allow obtaining a deep understanding of modern challenges, especially in view of interdisciplinary approaches. The lack of empirical data may also limit the practical significance of the study. This indicates the need for further analysis in this area, with an emphasis on the

integration of current empirical research and interdisciplinary strategies.

Prospects for further research. Prospects for further research in this area are focused on expanding approaches to training speech therapists, taking into account modern challenges and needs of society. Special emphasis is placed on the need to develop new educational programs and methods that correspond to the changed socio-economic, psychological, and educational conditions. It is also important to focus on the integration of interprofessional education and practice in speech therapy, taking into account the need for early intervention and a comprehensive approach to the correction of speech disorders in children.

6. Conclusions

1. Based on the study of archival sources and scientific works on the history of training speech therapists in the system of special education in Ukraine, it was found that the historical development of the speech therapist profession from the end of the XIX to the beginning of the XXI century is characterized by significant changes in approaches to education and practice.

2. The analysis of modern trends revealed the active implementation of innovative approaches and methods in the professional training of speech therapists, aimed at improving the quality of the educational process and the effectiveness of correctional work.

Conflict of interest

The author declares that she has no conflict of interest in relation to this study, including financial, personal, authorship or other, which could affect the study and its results, presented in this article.

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Data availability

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Use of artificial intelligence

The authors confirm that they did not use artificial intelligence technologies when creating the current work.

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