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## HISTORICAL MILESTONES OF UKRAINIAN SPEECH THERAPY: FROM ORIGINS TO THE PRESENT

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*The study aims to conduct a historical and pedagogical analysis of the formation and development of speech therapy in Ukraine, considering sociocultural changes, transformations in the education system, and the influence of international experience. The focus is on identifying key stages of institutional development of speech therapy as a scientific field and a direction of professional training, as well as outlining current trends in speech therapy practice.*

*The methodological foundation of the research is based on the principles of historicism, systemicity, and interdisciplinarity, which allow the study of speech therapy as a complex phenomenon at the intersection of medicine, psychology, and pedagogy. The study applies a set of scientific methods, including historical-comparative and structural-functional analysis, and the analysis of legal documents and scientific publications by Ukrainian researchers in special pedagogy. The source base includes archival materials, educational programs, scientific works, statistical reports, and chronological reviews of the development of defectological education in Ukraine.*

*As a result of the study, the main periods of development of speech therapy in Ukraine were identified: from antiquity to the early 20th century, the Soviet period (1920–1991), and the independent Ukrainian stage (from 1991 to the present) - the contributions of key figures, such as I. Sikorsky, I. Dyomina, E. Sobotovych, and O. Gopichenko, to the formation of theoretical and methodological foundations of speech therapy are characterized. The institutionalization of speech therapy education is analyzed, including establishing speech therapy departments in pedagogical universities, creating speech therapy laboratories within the National Academy of Educational Sciences of Ukraine, and developing specialized educational programs. The role of international cooperation, particularly the integration into the European educational space, in transforming Ukrainian speech therapy and rethinking the speech therapist's professional identity is emphasized.*

*The historical development of speech therapy in Ukraine demonstrates its gradual formation as an independent scientific and practical field. From empirical forms of assistance to a modern system of scientifically grounded speech therapy education and practice, this evolution has been shaped by numerous challenges, social demands, and interdisciplinary efforts. Contemporary Ukrainian speech therapy is actively aligned with European standards, implementing innovative approaches to diagnosing and correcting speech disorders, and ensuring a high level of professional training. The study of the historical foundations of speech therapy enables a deeper understanding of the accumulated experience and its application in strategic planning to further develop speech therapy in the context of modern societal challenges*

**Keywords:** speech therapy, speech disorders, special education, history of speech therapy, speech-language intervention, individuals with special educational needs

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### 1. Introduction

Speech therapy as a science that studies speech disorders and ways to overcome them has ancient origins, originating in the philosophical, medical and religious ideas of ancient civilizations. Speech therapy thought was formed as a result of long-term historical and cultural development, gradually evolving from isolated observations and descriptions to systematic research and practically oriented approaches within special education.

Analysis of the historical origins and scientific and theoretical foundations of the formation of speech therapy is extremely important for understanding its current state and future prospects. Historical and scientific study of ideas and concepts, formulated by leading researchers and scientists of past eras, not only allows us to outline the patterns of the formation of speech therapy practice, but also contributes to the improvement of modern methods of speech correction. The combination of traditional experience with the latest scientific ap-

proaches leads to an increase in the effectiveness of speech therapy care.

Awareness of the historical and cultural context of the development of speech therapy plays an important role in strengthening it. Historical experience creates the prerequisites for updating the content of professional training of specialists, improving educational programs, expanding the network of speech therapy institutions, and deepening the interdisciplinary approach in the field of special education.

## 2. Literature review

The issue of the formation of speech therapy as a scientific and practical direction is studied in the works of Ukrainian scientists, in particular in the context of the development of special education and correctional pedagogy. In the work of S. Kornev [1], the achievements of I. Sikorsky are described, noting that as early as the end of the 19th century, attempts were made to adopt a medical and pedagogical approach to children with speech disorders. The scientist emphasized the need for an interdisciplinary approach to the study of child psychology and speech pathology.

The studies of V. Bondar, V. Zolotoverkh, Zh. Kovalchuk [2, 3] described the achievements of I. Dyomina, which became the basis for the institutionalization of speech therapy in the Soviet period. The author analyzed the organizational models of speech therapy care and proposed a differentiated approach to correctional education. However, her works require modern rethinking in the context of humanistic paradigms of education.

In a thorough study by E. Sobotovych [4], the classification of speech disorders was systematized and the foundations for the development of speech therapy terminology were laid. At the same time, the scientist focused mainly on children's speech therapy, leaving out of attention speech therapy assistance to adults, which is still a gap in research.

A significant contribution to the study of dysgraphia and the mechanisms of its occurrence was made in the works of O. Gopichenko, which is substantiated in a number of studies [5, 6]. A close connection between speech disorders and the characteristics of children's mental development has been shown. However, the issues of writing correction in inclusive education remain insufficiently studied.

Current trends in the development of speech therapy in independent Ukraine are analyzed in the works of O. Potapenko, S. Fedorenko [7, 8], outlining the stages of the formation of speech therapy education in higher educational institutions. However, as scientists note, the integration of speech therapy into the European educational space is accompanied by challenges, in particular the lack of unified standards for the training of speech therapists.

A review of Ukrainian speech therapy science indicates a gradual transition from isolated pedagogical practice to an interdisciplinary scientific approach. The works of scientists [9, 10] highlight attempts to update the content of speech therapy education in accordance with international standards, but the question of the bal-

ance between academic training and practical skills of a speech therapist remains open.

Thus, there is an urgent need for a historical and pedagogical analysis of the formation of speech therapy in Ukraine, which takes into account both the national context and the influence of international trends. It is this approach that is implemented in this work.

## 3. Aim and tasks of the study

The aim of the study is to theoretically substantiate the historical and pedagogical prerequisites, factors and patterns of the formation and development of speech therapy in Ukraine as a holistic interdisciplinary field, which provides a scientific and methodological basis for modern speech therapy education, practice and scientific research.

To achieve the goal, the following tasks were set:

1. To highlight the historical prerequisites for the emergence of speech therapy as an interdisciplinary field of knowledge.

2. To analyze the contribution of leading Ukrainian scientists to the development of the theory and practice of speech therapy

3. To identify the key stages of the institutionalization of speech therapy education in Ukraine.

## 4. Materials and methods

The study used a set of methods of theoretical and historical-scientific analysis:

– historical-logical method – to trace the stages of the formation of speech therapy as a branch of scientific knowledge;

– comparative-analytical method – to compare domestic and European approaches to speech therapy training and practice;

– method of source analysis – when studying regulatory acts, works of key scientists, educational programs and scientific publications;

– descriptive-analytical method – to generalize trends and highlight patterns in the development of speech therapy science in Ukraine.

## 5. Research results and their discussion

The origin of speech therapy science has deep historical roots, dating back to antiquity, when attempts to explain the nature of speech disorders were carried out within the framework of medicine, philosophy and religious beliefs. Already ancient Egyptian medical texts, in particular the Edwin Smith Papyrus (17th century BC), present a description of cases of speech disorders, associated with craniocerebral trauma, which allows us to consider these references as one of the first evidence of the neurophysiological basis of speech.

Religious sources, in particular the Bible, contain references to complex speech conditions, such as stuttering, loss of speech, which were interpreted as divine trials or karmic consequences. The ancient Indian Vedas (17th century BC) and Chinese medical treatises describe early attempts at surgical intervention to eliminate congenital anomalies of the speech apparatus, which indicates an awareness of the anatomical prerequisites of speech disorders [11].

The ancient Greek physician Hippocrates (460–370 BC) first attempted to systematize speech disorders by introducing the terms “aphonia”, “anautia”, “traulotes”, “asapheia”, and expressed the idea of cerebral determination of speech, which became the basis of further neuropsychological research [9, 11]. Herodotus (484–425 BC), in turn, recorded a description of a case of accelerated speech in King Battus, which in modern terminology is regarded as battarism.

A significant contribution to the practical correction of speech was made by the Athenian orator Demosthenes (384–322 BC), who, having severe speech disorders, independently developed a system of exercises to improve diction, in particular the use of small stones during declamation, speech against a background of noise, breathing exercises, which formed the basis of subsequent speech therapy techniques [11].

Aristotle (4th century BC) analyzed speech through the prism of the structure of the articulatory apparatus, laying the foundations of an anatomical-functional approach to speech disorders, although he did not consider them as a subject of pedagogical intervention. Aulus Cornelius Celsus (1st century AD) also showed significant medical interest in speech disorders, he described organic disorders of the speech apparatus, proposing therapeutic and surgical methods similar to modern orthodontic procedures [11].

The Roman educator Marcus Fabius Quintilian (35–96 AD) emphasized the importance of early speech socialization of children and the need to correct pronunciation disorders from an early age, which actually reflects one of the key positions of modern speech therapy - prevention [6].

Claudius Galen (2nd century AD) proposed a terminological classification of speech disorders, distinguishing their central and peripheral nature. His works became the basis for the modern understanding of the pathogenesis of aphasia and dysarthria [3].

The Greek physician Oribasius (4th century AD) was engaged in the development of methods for overcoming stuttering, offering speech training through recitation, changes in voice volume and breathing regulation, which indicates the early formation of the principles of speech therapy [11].

A historical analysis of the development of ideas about speech disorders shows that speech therapy issues were formed at the intersection of medicine, philosophy and rhetoric. At first, such disorders were considered as a component of medical knowledge, but gradually they were isolated into an independent sphere of scientific interest. A significant contribution to the formation of approaches to understanding speech and speech disorders was made by thinkers of antiquity: Hippocrates, Claudius Galen, Marcus Fabius Quintilian, Oribasius. In particular, the practical means, developed by Demosthenes to overcome stuttering, became the prototype of speech therapy techniques.

The ancient tradition laid the foundation for an interdisciplinary approach to the study of speech, encompassing medical, philosophical, and pedagogical components. In subsequent historical periods - the Middle Ages and the Renaissance - speech therapy ideas were influenced by humanistic pedagogy. In particular, François

Rabelais emphasized the importance of the harmonious development of speech in combination with physical and mental education, which indicates a gradual transition from religious-dogmatic to empirical approaches [11].

Jan Amos Comenius significantly deepened the understanding of speech development, emphasizing the role of sensory perception, articulation, and the gradual formation of speech skills. His pedagogical system, based on the principles of clarity, systemicity, and gradualness, actually preceded modern speech therapy approaches. The concept of natural speech development, proposed by Jean-Jacques Rousseau, emphasized the individual pace of speech development and the role of sensory education, which is consistent with the provisions of modern neuropsychology [9].

The reception of the ideas of European teachers and doctors in the scientific discourse in Ukraine contributed to the formation of speech therapy as a separate field of knowledge. This influence was manifested in the formation of special education, training of specialists and the creation of the first speech therapy institutions. The development of speech therapy thought in Ukraine was based on both domestic and European intellectual traditions, which ensured its integration into the broader context of humanitarian knowledge.

In early historical periods in Ukraine, care for people with developmental disabilities was carried out mainly through monasteries, almshouses and hospitals. In particular, in the 11th century, a shelter for people with sensory and intellectual disabilities functioned at the Kyiv-Pechersk Lavra. A significant contribution to the establishment of the care system was made by Princess Anna Vsevolodivna, who organized an educational center in Kyiv for children with special educational needs in the 12th century. However, until the end of the 18th century specialized assistance to children with speech disorders did not exist; they were considered in the context of general “mental illnesses” along with mental and intellectual disorders [12].

In the 18<sup>th</sup>-19<sup>th</sup> centuries, with the emergence of psychiatry and the development of medical knowledge, speech disorders began to be considered as an object of separate study, primarily within the framework of the general psychophysical condition. In 1836, the first asylum for children with intellectual disabilities was opened in Kharkiv, where the first attempts at pedagogical influence were made, in particular in the field of speech. However, only in the second half of the 19th century with the development of neurology and psychiatry, a gradual scientific understanding of speech disorders occurs [1].

A significant role in this process was played by Ivan Sikorsky (1842–1919), a psychiatrist, psychologist, and teacher who was one of the first in domestic science to conduct a systematic study of speech disorders. His work “On Stuttering” (1889) became the first specialized monograph in Ukraine that covered the clinical and pedagogical aspects of correcting speech disorders. In it, the author combined clinical analysis with pedagogical recommendations, initiating an approach that underlies modern speech therapy [1].

I. Sikorsky paid special attention to children with intellectual disabilities, emphasizing the relationship

between cognitive deficiency and difficulties in speech acquisition. He justified the need to create special educational institutions for such children. Thanks to his initiative, in 1904, a medical and pedagogical institute for children with psychophysical disorders was opened in Kyiv – one of the first interdisciplinary centers of comprehensive care, where medical and pedagogical approaches were combined.

Thus, the activities of I. Sikorsky laid the foundation for the institutionalization of speech therapy in Ukraine, defining the vectors of further development of correctional pedagogy and special education in the national context.

In fact, it was at the end of the 19th – beginning of the 20th century that speech therapy disorders gradually became an independent field of research. This became possible thanks to the development of defectology as a science that covered the study of various types of developmental disorders, in particular sensory, intellectual and speech.

An important step in the formation of speech therapy as a separate discipline was the opening of the Froebel Women's Pedagogical Institute in Kyiv (1908), where the training of the first defectologists began. During this period, speech therapy still remained part of general correctional pedagogy, but it was at this time that the first special approaches to the study of speech disorders and their correction were emerging [3].

For many centuries, speech therapy did not exist as a separate discipline, and speech disorders were considered in the context of general developmental disorders. Only at the end of the 19th and beginning of the 20th centuries, in particular thanks to the research of I. Sikorsky, did the gradual separation of speech disorders into an independent direction of defectology begin, which would later lead to the formation of speech therapy as a science [1].

Another important figure in the history of Ukrainian speech therapy was Abram Goldman (1860–1929). He was engaged in research in the field of special pedagogy and developed methods of working with children who had speech and other psychophysical disorders. A. Goldman emphasized the need for a comprehensive approach to corrective education, which included speech therapy, psychological support, and medical intervention [9].

During the 19th and early 20th centuries, the scientific foundations of speech therapy were gradually formed in Ukraine, accompanied by the development of elements of practical assistance to persons with speech disorders. In the 20th century, speech therapy education in Ukraine went through stages from isolated initiatives to the formation of systematic professional training of personnel within institutions of higher pedagogical education. This process was due to the actualization of social, medical and pedagogical needs of society, which were transformed under the influence of political changes and scientific and methodological innovations.

After 1917, a reform of special education began, within the framework of which in the 1920s the first departments of defectology were created in pedagogical institutes. One of the first institutions where speech therapy training was introduced was the Kyiv Institute of Public Education. At the same time, in Kharkiv in the 1930s, the first speech therapy kindergarten in Ukraine

was opened, where professional correctional services were provided to children with speech disorders. The educational process in such an institution was carried out according to adapted programs based on current methods of speech therapy correction, with the support of the scientific and pedagogical community.

An important milestone in the development of speech therapy education was the opening of the Defectology Faculty at the O. Gorky Kyiv Pedagogical Institute. According to the government resolution “On the General Compulsory Education of Abnormal Children” (1939), the need for qualified teachers-defectologists increased. The educational process was focused on combining theoretical training with practical training in special educational institutions [13].

Among the graduates of the pre-war period who made a significant contribution to the formation of speech therapy as a field of knowledge, it is worth noting such specialists as A. Goldberg, O. Smalyuga, R. Kraevsky. The work of R. Kraevsky, whose investigations were devoted to stuttering, dysarthria, aphasia, alalia, writing and reading disorders, deserves special attention. His research became the basis for the creation of the first domestic classification of speech disorders, which contributed to the introduction of differentiated approaches to speech therapy correction.

In 1960, R. Kraevsky published the first Ukrainian-language manual on speech therapy “Speech Disorders and Their Elimination”, which systematized the methods of diagnosis and correction, and also determined the directions of professional training of speech therapists. The scientist also made a significant contribution to the formation of Ukrainian-language terminology and the creation of curricula for defectology departments. His method of auditory training with children with speech and hearing disorders served as the basis for further scientific developments in this area [14].

The events of World War II suspended the dynamics of the development of speech therapy education. In the post-war years, there was an acute shortage of trained specialists capable of working with children who had suffered psychophysical injuries, in particular speech disorders due to brain damage.

In the post-war years, a theoretical concept for the deployment of a differentiated system of special education and training for children with psychophysical disorders was already developed in Ukraine. As a result, favorable conditions were created for the separation of deaf pedagogy, typhlop pedagogy, oligophrenopedagogy, and later speech therapy into independent sciences, which contributed to the development of the theory and practice of teaching and educating children with intellectual, visual, and hearing impairments [8].

Speech therapy assistance to children in Ukraine was then complicated: there were no special schools for children with speech disorders, and the network of speech centers was insufficient (only a few operated at mass and auxiliary schools) [5].

In connection with the renewal of the network of special schools for children with sensory disorders in Ukraine, the work of the Research Institute of Defectology in Kyiv was resumed by order of the People's Commissariat of Education of the Ukrainian SSR No. 39 of February

22, 1944. The staff of the Research Institute was entrusted with the methodological guidance of the above-mentioned educational institutions in the first post-war years. The leading trends in scientific research during this period were: the development of the theory and history of defectology, research into the psychology of the development of children with disorders, the development of the basic principles of the methodology of educational work in special schools and pedagogical means of restoring hearing and speech after concussion [12].

In 1946, the Research Institute of Defectology of the Ministry of Education of the Ukrainian SSR published a collection of methodological and instructional materials for speech therapy centers and speech therapists of auxiliary schools. The problem of the development of children's speech was then considered one-sidedly - in the plane of the formation of its communicative function, and speech disorders were studied through the prism of external manifestations of disorders, without focusing on their internal mechanisms [7].

With the development of the national economy, the increase in the socio-cultural level of citizens of Ukraine, the problem of special education for children with speech disorders became more urgent. Work was underway to reorganize the system of special education for children with psychophysical development disorders, including institutions for children with speech disorders in this system. At this stage, the first steps in the development of the system of speech therapy for children began to be taken. In particular, in the early 50s, speech therapy centers were opened not only on the basis of schools, but also at children's polyclinics. Speech therapy centers began to open, which served preschoolers and younger schoolchildren.

Children with speech disorders who did not need education in special schools, but who, according to the conclusions of speech therapists, had a personal attachment to the school center, as well as on the referrals of doctors from district polyclinics, teachers, and at the request of parents, were accepted for classes at speech therapy centers. First of all, it was recommended to accept children whose speech disorders negatively affected their school performance.

With the expansion of the network of speech therapy centers in Ukraine in the middle of the twentieth century, there was a need for the scientific study of speech disorders, as well as for the development of principles and methods for their prevention and correction. The response to this need was the creation in 1955 of the Department of Speech Therapy at the Scientific Research Institute of Pedagogy of the Ukrainian SSR. It was here that thorough research was initiated, aimed at the development of the theoretical and practical foundations of speech therapy science [10].

One of the leading figures in the development of Ukrainian speech therapy was M. Savchenko. Her scientific research focused on the problems of phonemic underdevelopment and disorders of sound pronunciation in children. She focused on the importance of the formation of phonemic hearing as a prerequisite for mastering correct pronunciation, reading and writing. In her PhD thesis, M. Savchenko substantiated the need for a comprehensive approach to the correction of disorders of pho-

nemic perception and actively implemented the results of research into practice. She also took an active part in the training of specialists, developed textbooks and methodological recommendations, which still remain relevant.

L. Smirnova (1935–2023), Candidate of Pedagogical Sciences, Associate Professor of the Department of Speech Therapy, made a significant contribution to the training of personnel and the study of speech disorders. Her dissertation and joint monograph with M. Savchenko "Correction of pronunciation disorders in primary school students" (1969) became significant achievements in the field of speech therapy [2].

A significant step in the development of special education was the opening of specialized schools for children with severe speech disorders in the 1950s. Researchers and practitioners, in particular O. Gopichenko, L. Smirnova, M. Savchenko, participated in the creation of programs and the introduction of speech therapy assistance into the educational process. O. Gopichenko, in particular, focused on the problem of dysgraphia in children with intellectual disabilities, developing one of the first classifications of writing errors and proposing effective methods for their correction.

I. Dyomina (1922–1977), one of the founders of Ukrainian speech therapy science, actively worked on issues of stuttering and the organization of speech therapy. She headed the speech therapy laboratory at the Research Institute of Pedagogy of the Ukrainian SSR and initiated the creation of specialized educational institutions. In particular, on her initiative in 1963, the first boarding school for children with speech disorders was opened, which became a base for research and training [12].

The scientific and practical activities of such researchers as A. Vinokur, M. Savchenko, L. Prokopenko contributed to the deepening of knowledge about the mechanisms of speech disorders and the development of methods for overcoming them. In their works, they emphasized the need for an individual approach to each child, the complexity of diagnostics, and the involvement of specialists from various fields in speech therapy work.

As a result, the activities of these scientists contributed to the establishment of speech therapy in Ukraine as an interdisciplinary scientific field that combines medical, psychological and pedagogical approaches to solving problems of speech disorders. Their contribution became the foundation for the development of a modern system of speech therapy care and training of specialists in this field.

In 1963, the official opening of boarding school No. 7 for children with severe speech disorders took place, which was approved as a research base of the Institute of Pedagogy of the Ukrainian SSR. Despite the envisaged limitation of the contingent, the number of students reached 600 people, which indicated an acute need for specialized educational assistance. In 1966, a preschool department for children aged 5–7 was opened at the school, which allowed for early speech therapy care. During the same period, a boarding school for children with speech disorders was also opened in Kharkiv [7].

In order to improve the quality of training specialists in the field of speech therapy, in 1965 the Department of Defectology of the Kyiv State Pedagogical Insti-

tute named after O. Gorky was reorganized into two separate departments: deaf pedagogy and speech therapy, oligophrenopedagogy and psychopathology. The growth of the student contingent and the intensification of pedagogical practice indicated the intensive development of speech therapy as a separate direction of special pedagogy. There was a deepening of the interdisciplinary integration of speech therapy with medicine, psychology, and neuropsychology.

In the 1950s–1970s, scientific thought in the field of speech therapy in Ukraine was formed under the influence of a systemic approach that encompassed pedagogical and psychological-pedagogical research areas. A significant contribution to the development of the theory and practice of speech therapy was made by scientists V. Vinokur, I. Dyomina, M. Mykhailiuk, M. Savchenko, and L. Smirnova. Methods were developed for staffing speech therapy groups, differentiating children by speech characteristics, and organizing individual and group correctional work [15].

In the early 1970s, preschool speech therapy was scientifically legitimized as an important component of special education. It was proven that timely correction of speech disorders in preschool age is the key to preventing secondary developmental disorders and ensuring successful schooling. The Speech Therapy Laboratory of the Institute of Pedagogy of the Ukrainian SSR, in cooperation with the Ministry of Education, worked to improve the content of correctional and educational activities in special schools for children with severe speech disorders.

In 1994, a speech therapy laboratory was created at the Institute of Special Pedagogy and Psychology of the National Academy of Sciences of Ukraine, which was later transformed into a speech therapy department. The main area of activity was the scientific substantiation of methods for diagnosing and correcting speech disorders. A unified model of speech therapy was introduced, ensuring the continuity of the correction process from preschool to school age.

A significant contribution to the scientific development of speech therapy was made by E. Sobotovych. She substantiated the psycholinguistic approach to the analysis of speech disorders, in particular, systemic speech underdevelopment, alalia, and mental retardation. Her scientific developments became the foundation for the creation of effective diagnostic and correction programs that are used to this day in the training of specialists and speech therapy practice.

V. Tarasun, Doctor of Pedagogical Sciences, Professor of the Department of Speech Therapy and Speech Psychology of Mykhailo Dragomanov Ukrainian University, made a significant contribution to the development of speech therapy science by introducing a neuropsychological approach to correctional and developmental work. Her works are devoted to the problems of diagnosing and correcting communicative and speech disorders, stimulating the reticular-limbic system of the brain, and developing the cognitive structures of the child. Her numerous scientific works became the basis of new educational standards and concepts of speech therapy education.

In 1998, in connection with the restructuring of the Defectology Faculty of M. Dragomanov National University, a separate Department of Speech Therapy

was created (now the Department of Speech Therapy and Speech Psychology), headed by Professor M. Sheremet. This step became an important stage in the institutionalization of speech therapy as a specialty and contributed to the formation of a system for training speech therapists for special educational institutions.

A significant contribution to the development of the theory of speech therapy in Ukraine was made by the teachers of the Department of Deaf Pedagogy and Speech Therapy of the O. Gorky Kyiv State Pedagogical Institute. Thanks to the results of the fruitful scientific and practical activities of specialists, a holistic system of pedagogical influence on children with speech disorders at different stages of their development was created. The staff of the newly established Department of Speech Therapy in 1998 consisted of eight teachers, including: associate professors L. Smirnova, O. Gopichenko, R. Yurova, N. Cherednichenko, S. Konoplyasta, senior teachers V. Kondatenko, S. Zaplatna. M. Sheremet was the head of the department in 1998–2018. In subsequent years, Y. Pinchuk, A. Obukhivska, I. Marchenko, M. Rozhdestvenska joined the department, which contributed to both the quantitative and qualitative growth of scientific potential. From 2018 to 2023, the department was headed by Doctor of Pedagogical Sciences, Professor S. Fedorenko, who currently works at the Berdyansk State Pedagogical University. Since 2023, the duties of the head have been performed by Candidate of Pedagogical Sciences V. Tyshchenko.

At the beginning of the 21st century, European approaches are being introduced into speech therapy education, in particular the principles of an individualized approach, the use of modern educational technologies, as well as multidisciplinary interaction between teachers, doctors and psychologists. During this period, speech therapy in Ukraine is becoming one of the leading branches of special pedagogy, which is reflected in the growth in the number of specialized departments, the expansion of research activities and the formation of new standards for the training of speech therapists.

The Institute of Special Pedagogy and Psychology of the National Academy of Sciences of Ukraine, where the Department of Speech Therapy (established in 1994) operates, is a leading scientific center in the field of research into the diagnosis and correction of speech disorders. Among the leading scientists, it is worth noting V. Tyshchenko, E. Danilovichute, L. Barteneeva, L. Trofymenko and others who made a significant contribution to the development of speech therapy science.

As of today, departments that train speech therapists operate in a number of leading universities in Ukraine, which provide training of specialists according to modern educational standards. Among them: Mykhailo Dragomanov Ukrainian State University; Ivan Ohienko Kamianets-Podilskyi National University; V. Korolenko Poltava National Pedagogical University; A. Makarenko Sumy State Pedagogical University; Yuriy Fedkovych Chernivtsi National University; Berdyansk State Pedagogical University; Ivan Franko Lviv National University; Vasyl Stefanyk Precarpathian National University, etc.

All of the above institutions provide training of specialists at the education and qualification level of Bachelor and/or Master in the specialty "Special Education

(Speech Therapy)", in accordance with the requirements of modern Ukrainian and international educational policy.

Significant changes, made possible by educational reforms after independence, have contributed to the adaptation of speech therapy education to international requirements. The introduction of innovative approaches, the development of inclusive education, and interdisciplinary integration allow for effective speech therapy care for both children and adults.

Today, speech therapy in Ukraine is developing according to five key stages:

I. The origins of speech therapy (from antiquity to the 18th century) – medical and philosophical interpretation of speech disorders, patronage by the church and monasteries.

II. European influence and formation of prerequisites (18th – 19th centuries) – scientific understanding, the formation of special educational institutions, speech therapy as a component of defectology.

III. The isolation of speech therapy as a science (early 20th – 1960s) – the emergence of speech therapy departments, special classes and research structures.

IV. The institutionalization of speech therapy (1960s – 2000s) – the formation of methods, the expansion of the network of speech therapy schools and centers, active training of personnel.

V. European integration (2000s – present) – the introduction of modern technologies, active cooperation with international organizations, reforming education in accordance with European standards.

Thus, speech therapy in Ukraine appears as a dynamic science that develops at the intersection of medicine, pedagogy and psychology, acquires modern forms of organization, is oriented towards European values and is actively integrated into the international scientific and educational space.

The conducted research has a number of limitations, caused mainly by the historical and survey nature of the work and the complexity of the full documentary reproduction of individual stages of the formation of speech therapy in Ukraine. In particular, the source base is limited by the availability of archival materials that have been preserved fragmentarily, as well as the lack of published documents on local initiatives that were not recorded in official publications.

Certain aspects of the development of speech therapy education in the regions of Ukraine require a deeper analysis, given the uneven historical development of professional training institutions and the variability of programs. Also, the issues of practical implementation of speech therapy in educational institutions remain insufficiently covered.

Prospects for further research are associated with an in-depth study of the personal contribution of individual Ukrainian scientists to the development of speech therapy theory and practice, in particular through the analysis of their archival works and methodological materials. It is also advisable to create an electronic register of historical and pedagogical sources on speech therapy, conduct a comparative analysis of domestic and foreign models of speech therapy, as well as study the formation of speech therapy terminology in connection with the development of related sciences.

Thus, the work lays the groundwork for further expansion of the scientific field of speech therapy research as an interdisciplinary field in the historical and cultural context of the development of Ukrainian education.

## 6. Conclusions

1. Speech therapy in Ukraine has deep roots, dating back to ancient ideas about the nature of speech. In the historical context, it was formed at the intersection of medicine, pedagogy, psychology and linguistics. Its formation as a scientific and practical field was due to social needs, the development of defectology, as well as the influence of European approaches to speech disorders. At different stages of development, ideas about the causes and ways to overcome speech disorders changed, which contributed to the formation of speech therapy as an interdisciplinary direction.

2. The significant scientific achievements of I. Sikorsky, I. Dyomina, E. Sobotovych, O. Gopichenko, N. Tarasun and other scientists who made a significant contribution to the development of Ukrainian speech therapy are identified. Their research covered the issues of diagnosis, classification and correction of speech disorders, organization of special education, training of specialists and methodological support of speech therapy practice. These developments laid the scientific foundation for the further development of the field.

3. The process of separating speech therapy into an independent educational field is analyzed. During the 20th–21st centuries a system of professional training of speech therapists was formed in pedagogical universities, specialized departments were opened, and speech therapy laboratories were created within the structure of the National Academy of Sciences of Ukraine. An important stage was the introduction of speech therapy components into special education, the modernization of educational programs in accordance with European standards, and active integration into the international educational space.

## Conflict of interest

The authors declare that they have no conflict of interest regarding this study, including financial, personal, authorship or other nature, which could affect the research and its results, presented in this article.

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## Data availability

Data will be provided upon reasonable request.

## Use of artificial intelligence

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

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