

NUTQIDA KAMCHILIGI BOR BOLALAR XOTIRASINI O’YIN ASOSIDA RIVOJLANTIRISH PEDAGOGIK-PSIXOLOGIK MUAMMO SIFATIDA

Yunusova Nozimaxon Ashirali qizi

Maxsus pedagogika: Defektologiya (Logopediya)

yo’nalishi II bosqich magistranti

Annotasiya

Ushbu maqolada nutq kamchiliklari, ularni namoyon bo’lishini o’rganish, bartaraf etish hozirgi zamon logopediya fanining dolzarb muammolaridan biri ekanligi hamda nutqiy nuqsonli bolalar xotirasini rivojlantirish uchun mashg’ulotlar jarayonlaridagi o’yinlarni to’g’ri tashkil etish borasidagi ilmiy izlanishlar tahlili yoritilgan.

Kalit so’zlar: dizartriya, nutq, talaffuz kamchiliklari, korreksiya, mashg’ulot, o’yin, xotira, mashq

Bugungi kunda alohida yordamga muhtoj bolalar va o’smirlarga nisbatan g’amxo’rlik, ularning huquqlarini ijtimoiy qo’llab-quvvatlash, ta’lim-tarbiya jarayonini bu bolalarning ehtiyoji va qobiliyatiga mos ravishda tashkil etish, sog’lom jamiyatga tenglashtirish ishlari o’ta dolzarb masalalardan biridir.

O’zbekiston Respublikasida alohida yordamga muhtoj bolalar va o’smirlarning ta’lim mazmunini takomillashtirish masalalariga e’tibor davlat tomonidan ortib bormoqda. Bu vazifalarni amalga oshirishda mutasaddi tashkilotlar Xalq ta’limi, Sog’liqni saqlash Vazirligi, Mehnat va aholini ijtimoiy muhofaza qilish vazirliklari, Respublika Ta’lim markazi, Respublika bolalar ijtimoiy moslashuv markazi va boshqa nodavlat tashkilotlar hamkorligida amalga oshirilishi alohida qayd etilgan.

Sog’lom avlod orzusi ming yillar davomida ajdodlarimizdan o’tib kelayotgan, oilamiz, hayotimiz, intilishlarimiz mohiyati asosiga aylanib ketgan millatimizga xos ezgu qadriyatlarimizdan biridir.

Darhaqiqat, mamlakatimizda Sog’lom avlod tarbiyasiga davlat siyosati darajasida katta e’tibor bilan qarab kelinmoqda. Mustaqil O’zbekistonning birinchi ordeni «Sog’lom avlod uchun» deb nomlandi, «Sog’lom avlod uchun xalqaro

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jamg’armasi» tashkil etildi. Aslini olganda ham mamlakatning buguni, ertasining mazmun-mohiyatini, ezgu-tilaklarning ijobatini sog’lom avlod amalga oshiradi. O’zbekiston Respublikasi Prezidenti SH.Mirziyoev ma’ruzasida «Ta’lim-tarbiya ong mahsuli, lekin ayni vaqtda ong darajasi va uning rivojini ham belgilaydigan omildir. Binobarin, ta’lim-tarbiya tizimini o’zgartirmasdan turib ongni o’zgartirib bo’lmaydi. Ongni, tafakkurni o’zgartirmasdan turib esa biz ko’zlagan oliy maqsad – ozod va obod jamiyatni barpo etib bo’lmaydi. Ko’rib turganimizdek, bularning barchasi bir-biri bilan zanjir kabi chambarchas bog’liq masaladir», - deb aytadi. Darhaqiqat, kelajak bugundan boshlanadi. Hozir tarbiya masalasiga e’tibor qilinmasa, kelajak boy beriladi.

Ta’lim-tarbiya tarixiga nazar tashlar ekanmiz moziyda ham eng muhim, bosh masala inson, uni barkamol etib tarbiyalash bo’lganligining guvohi bo’lamiz. Eng qadimgi manbalardan boshlab, keyinchalik paydo bo’lgan ta’limiy-axloqiy asarlarda ham nazariy ham amaliy masalalar tahlil etilganki, uning asosida inson shaxsini ma’naviy-axloqiy shakllantirish muammosi markaziy muammo bo’lgan. Hozirgi zamon ta’lim-tarbiyasi, istiqlol mafkurasi ana shu merosdan oziqlansa, uning eng yaxshi sahifalarini, qoidalarini qabul qilsa, o’z oldiga qo’ygan maqsad-vazifalarini sharaf bilan bajarishi mumkin.

Zotan, ta’lim va tarbiyada hikmat ko’p. Bola dunyoga kelgan kundan boshlab, davlat va jamiyat hamda ota-ona zimmasiga uni sog’lom, aqlli, xushxulqli qilib tarbiyalash vazifasi qo’yiladi. Davlat va jamiyatning kelajagi yoki avlodning qanday voyaga etishiga ko’p jihatdan bog’liqdir.

Millat tafakkuri, ma’naviyati va madaniyatini ko’rsatib beruvchi jahon miqyosida tan olingan asosiy mezon esa tildir. Demak, kishilarni mukammal etuk inson bo’lib shakllanishida aqliy qobiliyat va nutqiy malakalar katta o’rin tutar ekan.

Maktabgacha yoshdagi bolalarga ta’lim-tarbiya berishning asosiy maqsad va vazifalari bolalarni jismoniy va aqliy jihatdan rivojlantirish, ularning ruhiyati, shaxsiy qobiliyatlari, intilish va ehtiyojlarini qondirish, milliy va umuminsoniy qadriyatlarga, mustaqillik g’oyalariga sodiq holda voyaga etib borishni ta’minlash, ularni maktabgacha yoshdagi bolalar ta’lim-tarbiyasiga qo’yilgan davlat talablariga muvofiq maktab ta’limiga tayyorlashdan iborat.

Umuman maktabgacha yoshdagi va maktab yoshidagi bolalarning ko’pchiligi aniq va to’g’ri nutqqa ega bo’ladilar. Ammo, shunga qaramay ular orasida nutq kamchiligiga ega bo’lgan bolalar ham uchraydi. Ularning nutqida bir qator

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kamchiliklar kuzatiladi. Nutq kamchiligiga ega bo'lgan bolalar xotirasining o'ziga xos xususiyatlari ularning psixik jihatdan rivojlanishida ham kamchiliklar bo'lishidan dalolat ekanligini ko'rishimiz mumkin. Nutqning rivojlanmay qolishida idrok etish jarayonlari, fikrlash faoliyati sekinlashadi, bularning barchasi esa o'z navbatida nutqida aks etadi. Nutq buzilishlari shuningdek hissiy-irodaviy sohaning orqada qolishiga muloqot etishning qiyinlashuviga olib keladi, savodni o'zlashtirishga to'sqinlik qilib, maktab ta'limi tayyorgarligiga ta'sir etadi (L.S.Выготский, N.I.Жинкин, R.E.Левина, N.A.Никашина). Nutq kamchiligiga ega bo'lgan bolalarni psixik holatlarini o'rganuvchi manbalarda ularning rivojlanishida o'ziga xosligi ko'rsatib o'tilgan. (R.E.Levina 1968; S.N.Шиховская 1975; O.N.Усанова 1978; YU.F.Гаркуша 1982). Kuzatuvlar va tajribaviy tekshiruvlar jarayonida aniqlashicha nutqida kamchiligi bor bolalarning psixologik faoliyatida me'yoridan ancha o'zgarish holatlari kuzatiladi, bu esa ayniqsa maktabdagi o'qish jarayonining boshlanishi davrida bilimni o'zlashtirish jarayonlarida yaqqol ko'zga tashlanadi.

Nutqida kamchiligi bor bolalarda psixik funksiyalarning (nutq, tafakkur, xotira, diqqat) rivojlanish bo'yicha berilgan ma'lumotlarga qaraganda, hamda adabiyotlarda keltirilishicha olingan natijalar hamma vaqt eksperimental tasdiqlanmagan. Bu yo'nalishdagi ishlarda oliy psixik funksiyalarning o'rganish natijalarni asosan son jihatdan tahlili o'tkazilgan, sifat jihatidan baholanishi esa bo'lmagan.

Ma'lumki III darajali nutqida kamchiligi bor bolalar umumta'lim maktablariga yuboriladi. SHu munosabat bilan bu bolalarning psixik rivojlanishi xususiyatlarini bilish birinchi darajali ahamiyatga ega chunki o'qitish ma'lumotini tasdiqlash va ta'lim olishda qoloqlikni oldini olishga ta'sir ko'rsatuvchi pedagogik korreksiya yo'llarini mo'ljallash, bolalarni potensial imkoniyatlarini faollashtirish ko'zda tutiladi.

Nutq kamchiliklari, ularni namoyon bo'lishini o'rganish, bartaraf etish hozirgi zamon logopediya fanining dolzarb muammolaridan biri bo'lib hisoblanadi.

Logopedik tarbiya vositalarining samaradorligini oshirish uchun mashg'ulotlarni to'g'ri tashkil etish muhim ahamiyatga ega.

Jumladan, bolalar bilan olib boriladigan mashg'ulotlarning o'yinlar asosida o'tkazish orqali nutqida kamchiligi bor bolalar xotirasini rivojlantirish ishlari osonlashadi.

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Bu jarayonda eng muhimi ko'rgazmali-amaliy harakatlar orqali bolalarning faolligini oshirish va erkin muhit yaratib berishdir.

Logopedik yordamni tashkil etishda turli vositalardan foydalanish, jumladan ta'lim jarayonida o'yin faoliyatini qo'llash kabi dolzarb muammo ustida bir qancha olimlar izlanishlar olib borganlar.

Jumladan, rus olimlaridan A.S.Volkova (1983) tutilib gapiruvchi bolalarni ravon nutqqa o'rgatishda logopedik o'yinlardan foydalanish mumkinligini e'tirof etdi. V.I.Seliverstov esa nutqning talaffuz tomonidan (1974) va grammatik jihatdan (1987) rivojlantirishda logopedik o'yinlardan foydalanish yaxshi samara berishini ta'kidlab o'tadi.

E.Krauzening (2003) «Logopediya» deb nomlangan kitobida «Nutqni to'g'ri va o'z vaqtida shakllantirish» muammosiga zamonaviy nazar bilan yondoshganligi o'z aksini topgan. Bu kitob umumiy, kompleks tarzda tuzilgan logopedik mashg'ulotlarni o'z ichiga olgan. Unda artikulyasion gimnastika; fonematik idrok, mayda qo'l motorikasi va nutqni rivojlantirishga oid o'yinlar berilgan bo'lib, bu o'yinlar orqali bolaga kompleks yondoshishni ko'zda tutadi.

Xulosa o'rnida shuni aytish mumkinki, yuqorida aytib o'tilganlardan, ma'lum bo'lishicha respublikamizda maktabgacha yoshdagi nutqida kamchiligi bor bolalar xotirasining o'ziga xos xususiyatlari hamda uni o'yinlar asosida rivojlantirish muammosi ilmiy nazariy jihatdan etarlicha o'rganilmagan. Bu borada ilmiy tadqiqot ishlari juda kam olib borilmagan. Ushbu mavzuga oid ilmiy ishlar yo'q. Aynan shu mavzuni dolzarb deb olishimizga maktabgacha yoshdagi nutqida kamchiligi bor bolalarning xotirasining o'ziga xos xususiyatlari va ularni o'yin asosida rivojlantirishga qaratilgan ilmiy tadqiqot ishlarini O'zbekiston respublikasida o'rganilmaganligi sabab bo'ldi.

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