

**RUHIY RIVOJLANISHI SUSTLASHGAN BOLALAR LUG’ATINING
PSIXIK RIVOJLANISH BILAN BOG’LIQLIGI**

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Annotatsiya

Maqolada ruhiy rivojlanishi sustlashgan bolalar lug’atining psixik rivojlanish bilan bog’liqligi, A. N .Gvozdevning nutq ivojlanishini bosqichlarga ajratgani va ruhiy rivojlanishi sustlashgan bolalar ,bilish jarayonlarining oziga xos jihatlari ajratib ko’rsatilgan.

Tayanch so’zlar. Ruhiy rivojlanish, bilish jarayonlar, diqqat, xotira, tafakkur, tovush talaffuzi, lug’at boylik.

Insonning jismoniy va ruhiy rivojlanishi quyidagi yosh bosqichlarida amalga oshiriladi go’daklik , kichik yosh, maktabgacha bo’lgan yosh, kichik maktabgacha yoshi, o’smirlik yoshi, balog’at yoshi, o’spirinlik davri va qarilik davri. Intellect go’daklik davrida yuzaga keladi va keyingi yosh davrlarida rivojlanib boradi. Lekin intellect insonda nutq egallangan sharoitdagina rivojlanib takomillashadi. Agar go’dak- atrofidagi katta yoshdagi odamlar yordamida yoshligidan to’g’ri gapirishga o’rgatilsa , unda tasavvur qilish, fikrlash, xayol surish malakalari shakllanadi va har bir yosh davrida takomillashadi. Intellect bilan birga emotsional - irodaviy qobiliyat ham takomillashadi. Nutqiy muloqotsiz, ijtimoiy doirasiz insoniy mavjudot to’liq shakllangan inson bo’la olmasligi ilmiy jihatdan asoslangan. Nutq - o’sib kelayotgan inson ruhiyatining takomillashuvining asosiy yadrosi ekanligini doimo esda tutish lozimdir. Bolani o’z ona tilisiga o’rgatib, kattalar uni aqliy va hissiy rivojlanishiga, maktabda yaxshi bilim olishiga asos tayyorlaydilar. Nutqni o’z vaqtida to’liq egallash, bola ruhiyatini rivojlanishiga muhim shart - sharoit yaratadilar. Bolaning go’daklik davrida miya qobiliyati intensiv rivojlanadi va uning funktsiyalari shakllanadi.

SHuning uchun bolaning go'daklik davrida nutqni rivojlantirish ijobiy samara beradi. Fiziologlarning tadqiqotlariga ko'ra, markaziy nerv sistemasi funktsiyalari mashqlar orqali shakllanadi. Nutqiy faoliyatga kirishuvning rivojlanishi uchun bola xayotining dastlabki uch yili samarali hisoblanadi. Bu davrda miyaning nutqiy bo'limlarining anatomik shakllanishi tugallanadi. Bola o'z ona tilisidagi grammatik formalarni egallaydi, katta lug'at boyligiga ega bo'ladi. Agar dastlabki uch yilda bolaga yetarli darajada ahamiyat berilmagan bo'lsa, bola nutqini rivojlantirish uchun katta mehnat talab etiladi.

A. N. Gvozdev 1 yoshdan 7 yoshgacha bo'lgan davrda nutq rivojlanishini uch bosqichni ko'rsatib o'tadi:

1- bosqich- o'zak so'zlardan tashkil topgan gaplar talaffuzi davri- 1yoshu 3 oylik - 1 yosh 8 oylikgacha, bir so'zli gaplar talaffuz etiladi. 1 yosh 8 oylikdan- 1 yosh 10 oylikgacha bir necha so'zdan tashkil topgan gaplar talaffuz etiladi.

2 - bosqich - gapning grammatik tizimini egallash davri: 1 yosh 10 oylik - 2 yosh 1 oylik - gaplar, to'liq so'zlar qo'shimchasi tushib qoldirilgan holda yoki noto'g'ri talaffuz etiladi. 2 yosh 1 oylikdan- 2 yosh 3 oylikgacha, gaplarda turlangan va tuslangan so'zlar ishtirok etadi (otlarning kelishik qo'shimchalari, fe'lining egalik qo'shimchalari) 2 yosh 3 oylik- 3 yoshgacha, gaplarda sintaktik munosabatlarni ifodalovchi so'zlar ishtirok etadi.

3 - bosqich - ona tilining grammatik tizimini egallash davri: 3 yoshdan 5 yoshgacha- nutqning tovush tomonini grammatik tizimi takomillashadi, lug'at boyligini oshishi uchun shart sharoit yaratiladi.

SHuni ta'kidlab o'tish joizki, 3 - 7 yoshlar orasida bola nutki grammatik formalar bilan boyiydi. Rivojlanuvchi nutqiy doira bola o'z ona tilisini grammatik tizimi va fonematik sistemasini yuqori darajada etallashi mumkin. Bu holat bola lug'at boylitini tez muddatda boyitishga imkon beradi.

Diqqat, idrok va xotira faoliyatining maqsadga qaratilganligining yetishmasligi natijasida ruhiy rivojlanishi sustlashgan bolalarning aksariyatida, ixtiyoriy xotiraning yetishmasligi kuzatiladi. Sodda, murakkab bo'lmagan materiallarni eslab qolishda ular sog'lom tengdoshlariga yaqinlashsa, xotira faoliyatlari murakkablashgan sari aqli zaif bolalar darajasiga yaqinlashadi. Yuqorida ketirilgan ruhiy rivojlanishi sustlashgan bolalarning psixik jarayonlarining o'ziga xos buzilishlari haqidagi ma'lumotlarga tayanib yana shu narsani e'tirof etish mumkinki, psixik jarayonlarning buzilganligibu

toifa bolarlarning nutqini riqojlanishiga , ayniqsa lug'at boyligini kengayishiga to'sqinlik qiladi.

Xulosa o'rnida shuni aytish mumkinki, ruhiy rivojlanishi sustlashgan bolalarda psixik jarayonlarning sust riqojlanishi oqibatida ular predmetlarni nomini, voqea – hodisalarning bir – biriga bog'liqligini, so'z bilan predmet orasidagi bog'liqlikni tushunmasiklari, atrof –olam haqidagi tasavvurlarining torligi oqibatida nutqiy materialni yaxshi o'zlashtira olmaydilar. Ba'zi o'zlashtirilgan so'zlar ham bu toifa bolalarining diqqati, xotirasi va idroklaridagi buzilishar ta'sirida yo'q bo'lib ketadi yoki umuman boshqacha talqin etiladi. Bu esa so'zning ma'nosiga mos kelmasligiga olib keladi.

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