

**TAYANCH – HARAKATI A’ZOLARI FALAJLANGAN BOLALAR
LUG’ATINI RIVOJLANTIRISH YO’LLARI**

Madinaxon Maxmudova

QDPI Maxsus pedagogika kafedrasi katta
o’qituvchisi PhD

Axmedova Vaziraxon

QDPI Maxsus pedagogika Logopediya
yo’nalishi magistranti

Annotatsiya

Ushbu maqolada tayanch – harakati a’zolari falajlangan bolalar lug’atini rivojlantirish yo’llari, lug’at boyligini rivojlantirish jarayoni va lug’atni shakllantirish bo’yicha olib boriladigan ishlarning bosqichlari batafsil yoritilgan

Tayanch so’zlar. Nutq, lug’at boyligi, falajlanish, dizartriya, talaffuz, kundalik muloqot, didaktik o’yin.

Nutq inson uchun bilish, faollikni rivojlantirish, atrofdagilar kishilar bilan muloqotda bo’lishning asosiy vositasidir. Inson shaxsining kamol topishida nutq juda katta ahamiyatga ega. Bolalarning barcha nutq sistemalarini rivojlantirish bo’yicha olib boriladigan ishlarda maktabgacha tarbiya muassasalarida bolalarning lug’at so’z boyligi grammatik tizimi shakllarini ko’proq egallashlarida va so’zlarni to’g’ri talaffuz etishda ahamiyat beriladi.

Nutqning faol ishtiroki tufayli inson - tevarak atrof, borliq haqida ma’lumotlarga ega bo’ladi. SHu bilan birga nutq bolaning rivojlanishida, uning ta’lim tarbiya olishida asosiy vosita bo’lib xizmat qiladi.

Nutqiy nuqson deganda, malum nutq buzilishining nutqiy va nutqsiz alomatlari hamda ularning bog’lanish xarakteri majmui (tarkibi) tushuniladi. Nutqiy nuqson tuzilishida birlamchi, yetakchi buzilish va ikkilamchi nuqsonlar ajratib ko’rsatiladi. Bu buzilishlar bir-birlari bilan sabab-oqibat munosabatida bo’ladi. Nutqiy nuqsonning turlicha tuzilishi birlamchi va ikkilamchi alomatlarining alohida bog’lanishlarida o’z aksini topadi va biror maqsadga qaratilgan logopedik ta’sir etishning o’ziga xos xususiyatlarini belgilaydi.

Nutq insonning murakkab oliy psixik funktsiyalaridan biridir. Nutq harakatlari murakkab a'zolar sistemasi orqali amalga oshiriladiki, bunda bosh miya faoliyati asosiy rol o'ynaydi.

Bola hayotining birinchi yilida yetakchi faoliyat shakli uni kattalar bilan xissiy ijobiy munosabati hisoblanadi. Bu dastlabki nutqiy muloqotning shakllanishi uchun asos bo'lib xizmat qiladi.

Bolani lug'atini rivojlantirish uchun bolaning amaliy va hissiy tajribasini kengaytirishga qaratilgan dastlabki korreksion tadbirlar katta ahamiyat kasb etadi. Bola hayotining dastlabki davrlardanoq faol ravishdagi predmet amaliyot harakatlarni shakllantirishga intilish zarur. Logoped bolaning onasini bola bilan birgalikda bo'ladigan o'yinlarga jalb qilish lozim. Bu jarayonda esa uning nutqi birmuncha rivojlanib boradi.

Lug'atni shakllantirish bo'yicha ishlar bosqichma- bosqich olib boriladi.

Birinchi bosqichda bolalar predmetlar bilan ularning tasviri va ular bilan bajariladigan ishlar bilan birlamchi tanishtiriladi. Bu o'rinda bolaning e'tiborini jalb qilishga va uning javob reaksiyasini qo'zg'atishga yordam beradigan bir qator usullar qo'llaniladi: ya'ni predmetni kutilmaganda, to'satdan paydo bo'lib qolishi, yo'qolishi uning harakati. Eng asosiysi esa bolaning o'zi predmet bilan amalga oshiriladigan harakatdir.

Ikkinchi bosqichda bolalar predmetlar bilan, ularning sifati va o'ziga xos bo'lgan jihatlari bilan birmuncha chuqurroq, kengroq tanishtirib boriladi. Bolada predmet haqidagi, uning qismlari orasidagi munosabat haqida, shuningdek, uning qurilishi va tarkibiy qismlari, nimaga mo'ljallanganligi haqidagi tushunchalar shakllanib mustahkamlanib boradi.

Ishning **uchinchi bosqichida** predmetlarning belgilari va xususiyatlarining ko'paytirilishi munosabati bilan mashg'ulotlar birmuncha murakkablashadi. Lug'at ishning asosiy vazifasi predmetlarning ajratib ko'rsatiladigan belgilari va xususiyatlarini ifodalovchi aniq so'zlarni topishga, o'z o'rnida qo'llash qobiliyatlarini mustahkamlash hisoblanadi.

Ishning **to'rtinchi bosqichida** umumlashtirishlar va tushunchalar shakllanib boradi. Bolalarda predmetlarning asosiy belgilarni va xususiyatlarini ajratib ko'rsatuvchi so'zlar asosida turdosh va o'xshash jihatdan umumlashtiruvchi

fikrlar rivojlantiriladi. Bolalar hajm, vaqt, masofa, son ma'nolarining ifodalovchi tushunchalarni o'zlashtirishda, ayniqsa qiyinchiliklarga duch kelishadi.

Lug'at boyligini mustahkamlash uchun va boyitish uchun kundalik muloqatlar, didaktik o'yinlar va o'yin tarzidagi mashqlarni bajarish amalga oshiriladi. Uzoq vaqt davomida muntazam ravishda olib boriladigan mashg'ulotlar asta – sekin artikulyatsion apparat, harakat motorikasini normallashtiradi, artikulyatsion apparat harakatchanligini rivojlantiradi, artikulyatsion a'zolaridagi ixtiyoriy harakatlarni bir harakatdan boshqa bir harakatga o'tish qobiliyatini shakllantiradi, predmetlar bilan tanishtirish orqali lug'at boyligi mashg'ulotlarda rivojlanib kengayib boradi. Logopedik mashg'ulotlarda quydagi o'yinlar orqali lug'at boyligi rivojlantiriladi.

Biz shunday xulosaga keldikki, serebral falajli bolalar lug'atini takomillashtirish va boyitishning spetsifikasi sifatida uni predmet amaliy va o'yin faoliyati bilan uzviy bog'liq holda olib borish va sensor funksiyalarni rivojlantirish, ularning korrektsiyasini ongli faoliyati bilan chambarchas bog'liq holda tashkil qilishni ko'rsatish mumkin. So'z ustida uning til birligi sifatida va ayniqsa uning ko'p ma'noligini o'rganish haqidagi logopedik ishlarning muhim yo'nalishi katta ahamiyatga egadir. Serebral falajlangan bolalarda grammatik bilim va ko'nikmalarni muvaffaqiyatli shakllantirish uchun ularning aqliy va nutqiy rivojlanishlariga kompleks tarzda yondashish kerak.

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