

LOGOPEDIK MASHG'ULOTLARDA RIVOJLANTIRUVCHI

O'YINLARNING AHAMIYATI

Ibrohimova O'g'iloy Inomjon qizi
QDPI Maxsus pedagogika Logopediya
yo'nalishi magistranti

Annotatsiya

Maqolada logopedik mashg'ulotlarda rivojlantiruvchi o'yinlarni nutq nuqsoniga ega bo'lgan bolalarda qo'llashning ilmiy-nazariy asoslari yoritilgan. Maktabgacha yoshdagi bolalar hayotida o'yin o'ziga xos xususiyatlari yoritilgan.

Tayanch so'zlar. Tevarak-atrof, tafakkur, tasavvur, o'yin, logopedik mashg'ulot, rivojlantiruvchi o'yin, faollik, ijodiy yodashsish

Maktabgacha yoshdagi bolalar hayotida o'yin o'ziga xos xususiyatlarga ega hisoblanadi. O'yin bola uchun ermak, quvonch manbaigina emas, uning diqqati, xotirasi, ijodiy tafakkuri va tasavvurini o'stirishga xizmat qiladigan vosita hisoblanib. Bola hayotida o'yin uning harakatga, ishga, atrofdagi hayot taassurotlarini tushunishga bo'lgan intilishini qondiradigan muhim faoliyat turidir.

Dunyoga farzand kelsa ham u voyaga yetishishida bevosita nutqining rivojlanishda albatta o'yinning o'zni katta ahamiyat kasb etadi. Tadqiqotchi A.V.YArmolenko yarim yoshlik go'daklarda narsalarning o'zaro qiyosiy tasnifini tadqiq qilgan. Muallif olgan ma'lumotlarga qaraganda go'dak behisob jismlar orasida insonni (katta yoshli odamlarni) tobora aniqroq, ravshanroq ajrata boshlagan. SHu bilan birga harakatsiz ko'ruv qo'zg'atuvchisiga diqqatni to'plash 26 sekunddan 37 sekundgacha harakat qilmayotgan odamga bolaning tikilishi, 34 sekunddan 38 sekundgacha, xarakatdagi ko'ruv qo'zg'atuvchisiga qarashi 41 sekunddan 78 sekundgacha, harakatdagi insonga e'tibor berishi 49 sekunddan 88 sekundgacha ortgan. Tajribada go'dakning xarakatlanayotgan odamga diqqatini to'plab turishi 4 marotaba ortgani aniqlangan. Go'dak jonsiz narsalarga qaraganda odamga diqqatini barqaror qaratishi uning kattalarga munosabati o'zgarganidan emas balki ular bilan aloqaga kirishganda sust retseptor o'rnini faolrogi egallaganidandir. “Go'dakda fazoviy tassavurning boyishida jumalarning idrok qilishidagi farqlashning takomillashuvi muhim vosita

Proceedings of International Congress on “Multidisciplinary Studies in Education and Applied Sciences”

Hosted Online from Bilbao, Spain on November 10th, 2022.

www.conferencezone.org

xisoblanadi.” Hayot tajribasi ortib borishi mashqlar natijasida jismlarning alomatlari va belgilarni o‘quvi paydo bo‘ladi. Olimaning fikricha 3- oydan 6 oylikkacha bolada katta yoshdagi odamlar bilan tanlab munosabatda bo‘lishi vujudga keladi. Uch oylik go‘dak begonalar orasidagi tuqqan onasini ajrata olsa, yarim yoshdan boshlab esa begonalar ichidagi qarindoshlarini ham farqlay boshlaydi. M.YU.Kistayakovskaya ma’lumotiga ko‘ra, 5-6 oylikda u muomala qilayotgan notanish shaxsga bir oz tikiladi, keyin yo kulimsiraydi yoki undan yuzini o‘giradi, xatto, qo‘rqib yig‘lab yuboradi. Bolada o‘zini parvarish qilayotgan yaqin kishilariga bog‘lanib qolishi sodir bo‘ladi. Ana shu sababli onasini yoki enagasini ko‘rsa qiyqirib qarshilaydi, unga talpinadi, qo‘l-oyog‘ini ixtiyorsiz tipirchilatadi. U yarim yoshga to‘lganda atrofdagi yaqin kishilari, qarindosh-urug‘lariga, xatto qo‘ni-qo‘shnilarga ham bog‘lanib (o‘rganib) ko‘nikib qoladi. Tahminan 8-9 oyligidan kattalar bilan dastlabki o‘yin faoliyatini boshlaydi.” O‘yin faoliyatidagi tabassum, jonlanish, shodlik, tuyg‘ulari avval faqat kattalar ishtirokida namayon bo‘ladi, vaqt o‘tishi bilan go‘dak bir yoshga yaqinlashgan sari kattalarning xatti-xarakatlarini izchil kuzatishdan tashqari unda asta-sekin ularning ko‘mak berish ishtiyoqi tug‘iladi”. Natijada bola individual faoliyat turidan hamkorlikdagi faoliyatga ham o‘ta boshlaydi. Ma’lum, hamkorlikdagi faoliyat muloqot ko‘lamini kengayadi Maktabgacha tarbiya davri shaxsning haqiqiy tarkib topishi (voyaga yetish) davri bo‘lganligi uchun ham shunday muhim bir davrki bunda. Hayotning birinchi yili mobaynida bolaning tevarak-atrofdagi muhitga munosabati jiddiy ravishda o‘zgaradi. Bola kattalar bilan aloqada bo‘lishi natijasida uning o‘rgatishga qarab o‘z ixtiyorlarini qondiradigan narsa bilan mustaqil xarakat qila boshlaydi. Dastlab u kattalar bilan birgalikda, so‘ngra ularning raxbarligida xarakat qiladi, undan keyin ovqat yeyish bilan bog‘liq bo‘lgan xarakatlarni va o‘z-o‘ziga xizmat ko‘rsatishga oid ishlarni mustaqil bajara oladi. Hayotning 2 yilida kattalar bilan munosabatlarda o‘zgarish ro‘y beradi. Maktabgacha tarbiya yoshida bola katta odamni o‘z xulqi-atvori uchun o‘rnak deb xisoblaydi. Bola 1-yoshdan 3- yoshgacha narsalar, bilan xarakatlar qilishni egallaydi o‘yin bolaning xarakatlarini rivojlantirish va takomillashtirishga yordam beradi. Maktabgacha tarbiya yoshida bola faoliyatining xilma-xil turlari o‘yin, mehnat qilishni bajarish bilan bog‘liq bo‘lgan faoliyat rivojlana boradi. 2 yoshdan boshlab bolalar o‘ynaydigan bo‘lishadi. Maktabgacha tarbiya yoshidagi bolalarning (4 yoshdan boshlab) yetakchi

Proceedings of International Congress on “Multidisciplinary Studies in Education and Applied Sciences”

Hosted Online from Bilbao, Spain on November 10th, 2022.

www.conferencezone.org

faoliyatlarga bo‘lib o‘ynaladigan, ijodiy o‘yindir. O‘yin jarayonida bola muayyan rollarni bajarishni o‘z zimmasiga olishadi hamda o‘yin sharoitida odamlar faoliyati va munosabatini esga keltirishadi. 3-4 yashar bolalarda birgalikda o‘ynaladigan o‘yinlar xali bo‘lmaydi. Dastlab buyum, o‘yinchoq rollini go‘yo esga solganday bo‘ladi, so‘ngra bola o‘yinda ixtiyoriy suratda o‘z zimmasiga ma‘lum rolni oladi. Maktabgacha tarbiya yoshida bolaning kattalar tomonidan uyushtirilib, muayyan maqsadga qaratilgan ijodiy faoliyati uning taraqqiyotga qancha ta‘sir ko‘rsatadi. 2-Yoshda bola rasm sola boshlaydi va jon dil bilan rasm soladi. Rasm solish jarayonida uning idrok etishi aniqlashda u buyumning rangi va shaklini yaxshiroq ajrata boshlaydi, kuzatuvchanligi rivojlanadi. Bola tasavvurlayotgan narsani o‘xshatish maqsadida rasmda aks ettirish zarur bo‘lgan narsalarning belgilarini ataylab ajratib ko‘rsatadi. Bola rasm solar ekan, rasmni so‘zlar bilan to‘ldirib, faollik bilan xarakat qiladi, u o‘z tassavvurlari asosida keyinchalik katta yosh odamlarning so‘ziga binoan rasmlar yaratishi va ayrim narsalarning obrazlari vujudga keladi. Rasm solish bilan loy va plastiklardan shakllar yasaydi, natijada, bola analizatorlarining rivojlantirishda hamda moslashgan va differensiyallashgan xarakatning tarkib topishidan tashqari uning narsa shaklini, xajmini, bir o‘lchovda bo‘lishi va munosabatligini idrok etish takomillasha boradi. 3-4 yashar bola narsalar o‘rtasidagi bog‘lanishni farqlab oladi va o‘z faoliyatini planlashtiradi, bu faoliyat asta-sekin ijodiy faoliyatga aylanadi. Maktabgacha yoshdagi bolalarning yetakchi faoliyati bu o‘yindir. Bog‘cha yoshidagi bolalarning o‘yin faoliyati masalasi asrlar davomida juda ko‘p olimlarning diqqatini o‘ziga jalb qilib kelmoqda. Bog‘cha yoshidagi bolalar o‘zlarining o‘yin faoliyatlarida ildam qadamlar bilan olg‘a qarab borayotgan sermazmun hayotimizning hamma tomonlarini aks ettirishga intiladilar. Bog‘cha yoshidagi bola atrofidagi narsalar dunyosini bilish jarayonida shu narsalar bilan bevosita amaliy munosabatda bo‘lishga intiladi. Bu o‘rinda shu narsa harakterliki bola bilishga tashnaligidan atrofda o‘zining biladigan narsalari bilangina emas, balki kattalarga mansub bo‘lgan o‘zining kuchi ham etmaydigan, xaddi sig‘maydigan narsalar bilan ham amaliy munosabatda bo‘lishga intiladi. SHuni ham aytib o‘tish kerakki, fan-texnika mislsiz rivojlangan bizning xozirgi zamonamizdagi yaratilayotgan, xayratda qoldiradigan narsalar bolalarga go‘yo bir mo‘jizadek ko‘rinadi. Natijada ular ham o‘zlarining turli o‘yinlari jarayonida o‘xshatma qilib (ya‘ni analogik tarzda) har xil hayoliy narsalarni o‘ylab

chiqaradilar (uchar ot, mashina odam, gapiradigan daraxt kabi). Bundan tashqari, bolalarning turli hayoliy narsalarni o‘ylab chiqarishlari yana shuni bildiradiki, ular o‘zlarining har turli o‘yin faoliyatlarida faqat atroflaridagi bor narsalarni emas, balki ayni chog‘da ehtiyojlari talab qilayotgan narsalarni ham aks ettiradilar. “Bolalarning o‘yin faoliyatlarida har xil hayoliy va afsonaviy obrazlarni yaratishlaridan shunday xulosa chiqarish mumkin: odamning (shu jumladan bolalarning ham) tashqi muhitdagi narsa va xodisalarni aks ettirish jarayonlari passiv jarayon emas, balki faol hamda ijodiy, yaratuvchan, o‘zgartiruvchan jarayondir.”

Bolalar o‘yin faoliyatlarining yana bir ajoyib xususiyati shundan iboratki, o‘yin jarayonida bolaning qiladigan xatti-harakatlari va bajaradigan rollari ko‘pincha umumiylik harakteriga ega bo‘ladi. Bunda bola o‘zining turli-tuman o‘yinlarida faqat o‘ziga tanish bo‘lgan yolg‘iz bir shofyorning, vrachning, militsionerning, tarbiyachining, uchuvchining xatti-harakatlarigina emas, balki umuman shofyorlarning, vrachlarning, tarbiyachilarning hamda uchuvchilarning xatti-harakatlarini aks ettiradi. Albatta, turmush tajribalari va faoliyatlari doirasi juda cheklangan kichik yoshdagi bolalar (bahzan kichik guruh bolalari ham) o‘zlarining o‘yinlarida konkret odamlarni va ularning harakatlarini aks ettiradilar. (Masalan, oyisini, adasini, akasini, tarbiyachisini va shu kabi). O‘rta, katta bog‘cha yoshidagi bolalarning o‘yinlarida esa bunday obrazlar umumiylik harakteriga ega bo‘la boshlaydi.

Foydalanilgan adabiyaotlar:

1. Рахимова, Хуршидахон Содиковна. "FACTORS IN THE FORMATION OF MOTIVATION FOR INDEPENDENCE IN CHILDREN ON THE BASIS OF AUDITORY AND SPEECH REHABILITATION AFTER COCHLEAR IMPLANTATION." Scientific Bulletin of Namangan State University 2.10 (2020): 391-396.
2. Тешабоева, Ф. Р. (2020). PROBLEMS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER LANGUAGE" AT THE UNIVERSITY. Актуальные научные исследования в современном мире, (5-7), 229-232
3. Teshaboeva F.R. Effective factors for the organization of theoretical training in the module" Special methods of teaching the mother tongue" in the field of

- higher defectological education. Scientific Bulletin of Namangan State University 2 (10), 383-387
4. Sobirkhonovna, M. M. (2020). An Innovative Mechanisms to Increase the Effectiveness of Independent Education of Future Defectologists. International Journal on Integrated Education, 3(11), 210-211.8.
 5. Sobirkhonovna, M. M. (2020, December). PROFESSIONAL TRAINING OF FUTURE SPEAKERS IN THE PERIOD OF INDEPENDENT STUDY. In Archive of Conferences (Vol. 10, No. 1, pp. 75-76).
 6. Solievna, Mirboboyeva Nodiraxon. "GAME TEACHING TECHNIQUES FOR PRESCHOOL CHILDREN." Web of Scientist: International Scientific Research Journal 3.4 (2022): 1260-1262.
 7. Solievna, Mirboboyeva Nodiraxon. "DIFFERENCE BETWEEN MENTAL WEAKNESS AND SIMILAR STATUS." Archive of Conferences. Vol. 15. No. 1. 2021.
 8. Rahimna, Teshaoeva Feruza. "THE USE OF COMPUTER GAMES TO DEVELOP SPEECH CAPABILITIES FOR CHILDREN WITH SPEECH DEFICIENCY." In Conference Zone, pp. 130-132. 2022.
 9. Тешабоева, Ф. Р. "PROBLEMS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER LANGUAGE" AT THE UNIVERSITY." Актуальные научные исследования в современном мире 5-7 (2020): 229-232.
 10. Raximovna, Teshaboeva Feruza. "Didactic and motivational opportunities for the use of variable approaches to increase the professional competence of future defectologists." Web of Scientist: International Scientific Research Journal 3.4 (2022): 1256-1259.
 11. Mahmudova, M. S. (2020). THE ROLE OF INDEPENDENT EDUCATION IN THE FORMATION OF PROFESSIONAL COMPETENCIES OF PROSPECTIVE SPEECH THERAPISTS. Scientific Bulletin of Namangan State University, 2(10), 358-363.
 12. Mahmudova, M. S. (2020). THE ROLE OF INDEPENDENT EDUCATION IN THE FORMATION OF PROFESSIONAL COMPETENCIES OF PROSPECTIVE SPEECH THERAPISTS. Scientific Bulletin of Namangan State University, 2(10), 358-363.

Proceedings of International Congress on “Multidisciplinary Studies in Education and Applied Sciences”

Hosted Online from Bilbao, Spain on November 10th, 2022.

www.conferencezone.org

- 13.Тешабоева, Ф. Р. (2020). PROBLEMS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER LANGUAGE" AT THE UNIVERSITY. Актуальныенаучные исследования в современном мире, (5-7), 229-232.
- 14.Makhmudov Khurshid Shukhratovich. IMPORTANCE OF DIDACTIC GAMES IN SPEECH DEVELOPMENT OF MENTALLY RETARDED CHILDREN. Asian Journal of Multidimensional Research. ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179 A peer reviewed journal. Pages 20-23.
- 15.Sodiqovna, Rakhimova Khurshidahon. "USE OF INNOVATIVE TECHNOLOGIES IN THE FORMATION OF SPEECH SKILLS IN CHILDREN WITH HEARING DISABILITIES." Euro-Asia Conferences. Vol. 1. No. 1. 2021.
- 16.Yuldashevna, Ayupova Mukarramxon, and Rakhimova Khurshidahon Sodiqovna. "CORRECTION-PEDAGOGICAL WORK SYSTEM OF PREPARATION OF CHILDREN FOR INDEPENDENT ACTIVITY AFTER COCHLEAR IMPLANTATION." Archive of Conferences. Vol. 10. No. 1. 2020.
- 17.Sodiqovna, Rakhimova Khurshidahon, and Kadyrova Mahzuna Shamshidinovna. "DEVELOPING HEARING PERCEPTION IN HEARING-IMPAIRED CHILDREN OF PRESCHOOL AGE." (2021).
- 18.Kodirova F.U., Matupaeva S.Z., Teshaboeva F.R.Methodical cluster-an innovative mechanism to increase the efficiency of general secondary and inclusive education. //http://www.idpublications.org/wp-content/uploads/2020/08/5.
- 19.Rakhimova Khurshidahon Sodiqovna. PREPARATION OF PRESCHOOL CHILDREN WITH COCHLEAR IMPLANTS FOR INDEPENDENT LEARNING. European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 8, 2020 Part III, ISSN 2056-5852. Pageы 159-161.
- 20.Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." Web of Scientist: International Scientific Research Journal 3.4 (2022): 1250-1255.

Proceedings of International Congress on “Multidisciplinary Studies in Education and Applied Sciences”

Hosted Online from Bilbao, Spain on November 10th, 2022.

www.conferencezone.org

21. Sodiqovna, R. K., & Zulfiya, A. Formation of Independence Motivation Based on Rehabilitation Work with Children with Cochlear Implants. *International Journal on Integrated Education*, 3(10), 310-312.
22. Solievna, Mirboboyeva Nodiraxon, and Habibullayeva Madinahon. "MODERN APPROACHES TO DEVELOPMENTAL DISABILITIES IN CHILDREN WITH DISABILITIES." (2021).
23. Soliyevna, Mirboboyeva Nodiraxon. "METHODS USED TO EXAMINE MENTALLY RETARDED CHILDREN." (2021).
24. Rakhimova Khurshidakhon Sadikovna, HEARING-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS AS A SOCIO-PEDAGOGICAL PROBLEM. *Asian Journal of Multidimensional Research* ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179 A peer reviewed journal, Pages 6-9.
25. Mirbabaeva Nadirakhan, CHILDREN WITH DELAYED MENTAL DEVELOPMENT. *Asian Journal of Multidimensional Research* ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179 A peer reviewed journal, Pages 15-19
26. Xonbabayev SH.D. (2022). Socio-Pedagogical Basis of Spiritual and Spiritual Education Mechanisms in Society and Foreign Experiences. *International Journal of Culture and Modernity*, 285-292
27. Xonbabayev Sh.D. (2022). Innovative-pedagogical basis of development of the process of spiritual education. *EUROPEAN MULTIDISCIPLINARY JOURNAL OF MODERN SCIENCE*, 199-202 (EMJ-MS)