

ALALIYA NUTQ KAMCHILIGIDA KORREKSION TA’SIR ETISH

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Annotatsiya

Ushbu maqolada alaliya nutq kamchiligining ta’rifi va tasnifi, uning turlari va kelib chiqish sabablari, olib boriladigan logopedik ishlar haqidagi ilmiy manbalar orqali tadqiq qilingan ma’lumotlar yoritilgan.

Kalit so’zlar. Alaliya, etiologiya, logopedik ta’sir, nutq, potologiya, markaziy nerv sistemasi

Alaliya bosh miyaning chap yarim sharidagi nutqni idora etuvchi zonalarining homiladorlik davrida yoki bolaning ilk yoshida jarohatlanishi, kam taraqqiy etganligi natijasida vujudga keladi, analizatorlarning faoliyati sekinlashadi. Shartli ravishda alaliyani motor va sensor turiga bo’lish mumkin. Biroq alaliyaning sof holdagi bir turi amaliyotda kamdan-kam kuzatiladi. Motor-sensor yoki senso- motor turlari ko’proq uchraydi. Motor alaliyada nutq a’zolarini harakatga keltiruvchi analizator jarohatlanganligi tufayli bola o’zi gapira olmaydi, atrofdagilar nutqini eshitadi va tushunadi. Sensor alaliyada esa nutqni idrok etish analizatorlarining faoliyati buzilganligi tufayli, bolaning nutq apparati yaxshi rivojlangan bo’lsa ham, u gapirmaydi. Bunda bola nutqining nihoyatda buzilishi ulg’aygani sari ruhiy taraqqiyoti ham o’z tengdoshlaridan ortda qolishiga olib keladi.

Alaliyaning tarqalganligi haqida ilmiy asoslangan ma’lumotlar yo’q. Ma’lumotlarga ko’ra, alaliya maktabgacha yoshdagi bolalarning bir foizi, maktab yoshidagi bolalarning 0,6-0,2% foizni tashkil etadi. O’rtacha hisobda, alaliya aholining 0,1 foizida kuzatiladi. Mualliflarning ta’kidlashicha, alaliya o’g’il bolalarda qizlarga nisbatan 2 marta ko’p uchraydi.

Alaliyani o’rganishda uzoq vaqt mobaynida uning kelib chiqish sabablarini turlicha ko’rsatganlar. R. Koen, A. Gusman, Ye. Freshels, M. Zeeman va boshqalarning fikricha, alaliya bolaning ona qornida yoki rivojlanish bosqichida

shamollash yoki alimentar–trofik moddalar almashinuvining patalogik jarayoni natijasida kelib chiqadi.

Alaliya – tibbiy – psixologik – pedagogik muammo. Logopediya sohasiga, bola shaxsi va nutq rivojlanishiga yo‘naltirilgan korreksion ta’sir usullari va tamoyillarini aniqlash kiradi. Sistemali uzoq davom etuvchi logopedik ishlar qator hollarda bolalarning nutqiy muloqoti uchun yetarli vositalarni beradi. Nutqiy nuqsonni tabiatiga ko‘ra bu muammo motor va sensor alaliya ko‘rinishiga ko‘ra differensial hal etiladi. Alaliyada nutq shakllanishiga har tomonlama yondashuv, nutqni rivojlanishiga yordam beruvchi va bilish faoliyatining yaxshilanishiga imkon beruvchi nutqning barcha funksiyalarini rivojlanishiga e’tiborni qaratadi. Nutq va shaxsiyat ustidan bir butun har tomonlama tizimli ish olib boriladi. Bunda ontogenezda nutqiy funksiyalar rivojlanishi qonuniyatlari hisobga olinadi. Tizimli logopedik ish nutqiy rivojlanishdagi uzilishlarni to‘ldirishga va maxsus dastur bo‘yicha maktab ta’limiga tayyorlashga yo‘naltiriladi yoki u maktab ta’limiga qo‘shimcha ravishda parallel olib boriladi. Nutqiy rivojlanmaganlikni bartaraf etishni shunday tashkil qilish kerakki, ish jarayonida maktab vazifalarini o‘zlashtirishga tayyorgarlik yuzaga kelsin. Samarali logopedik ish, agar u psixonevrolog (nevropatolog, psixiatr) o‘tkaziladigan faol dori-darmon va fizioterapevtik muolajalar fonida har tomonlama o‘tkazilsagina amalga oshadi. Ish jarayonida turli metod, usullardan mujassamlashgan holda foydalaniladi. Bolaning nutqiy imkoniyatlaridan kelib chiqqan holda ishning vazifa va mazmuni aniqlanadi. Olib boriladigan ishlar nutqiy faoliyat mexanizmlarini shakllantirishga qaratiladi: motiv, aloqa bog‘lash maqsadi, bayonning ichki dasturi, uning leksik-grammatik vositalarini tanlash grammatik tuzilishi shakllantiriladi. Olib borilayotgan ishning bosqichlaridan qat’iy nazar, ta’sir butun nutq tizimiga qaratiladi: lug‘atini aniqlash va boyitish, frazali va bog‘langan nutqni shakllantirish, tovush talaffuzini korreksiyalash. Shuningdek har bir bosqichning maxsus vazifalari va o‘ziga xos ish mazmuni aniqlanadi.

Birinchi bosqichda olib borilayotgan ishlar quyidagilar sanaladi: nutqiy faollikni tarbiyalash, passiv va faol lug‘atni shakllantirish. Dialog, sodda, katta bo‘lmagan hikoya ustida ish olib boriladi. Nutqiy faoliyatning psixofiziologik asoslari va vaziyatli muloqotning birlamchi ko‘nikmalari shakllantiriladi.

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Ikkinchi bosqichda lug‘at va jumla tuzilishini murakkablashtirish asosida frazali nutqi shakllantiriladi. Gaplardan foydalanish ularni grammatik jihozlash, dialog va hikoya ustida ish olib boriladi.

Uchinchi bosqichda mustaqil nutqni shakllantirish ishlari olib boriladi. Barcha bosqichlarda nutqiy faoliyatning hamma tomonlari shakllantiriladi. Bolalar amaliy mashqlar yordamida so‘zlarni gapda bog‘liqligini tushunishga va ularni nutqida to‘g‘ri qo‘llashga o‘rganadilar. Nutqiy uquvlarni shakllantirishda – morfologik, grammatik, fonematik umumlashmalar va qarama–qarshiliklar – mexanik mashqlarni yaqinlashtirmasdan, aloqalar, mazmunni anglash uchun analizga katta e‘tibor qaratish, kuzatishga o‘rgatish, tahlil qilish va turli darajadagi nutq materialini umumlashtirish muhim. Asta-sekin nutqda harakat, sifat, predmet va uning elementlarining xossalari, munosabat va aloqalarni belgilash yo‘li orqali nutqiy bayon qilishlarning intellektuallashuvi darajasi oshadi. Ko‘rgazmali vaziyatlarda bolalar tomonidan buyum, harakatlar ajratib olinadi va shu asosida so‘z shakllari taqqoslanadi, turli yangi gaplar tuziladi. Lug‘at bilan ishlashning turli usullaridan foydalaniladi: nutqiy va asl holidagi predmetlar, harakatlar, rasmlar, vaziyatlarni namoyishi. Lug‘at bilan ishlashning ko‘rinishlari: predmetlarni harakatga mos tarzda tanlash, “Kim yuguryapti, uchyapti?”, butun qismlarini nomlash “eshik, chiroq, g‘ildirak”. Bir o‘zakli so‘zlarni tanlash “bog‘- bog‘bon”, ta‘rif bo‘yicha predmetlarni topish antonim, sinonimlarni, kichraytirish-erkalash so‘zlar tarkibini tanlash. Mavzular o‘yinchoqlar, mevalar, sabzavotlar va h.k. lug‘at egallash bilan birgalikda so‘zning ma‘lum grammatik shaklidan foydalanishni o‘rgatib boriladi (ko‘plik va birlik, shaxs va son). Predmetlar bilan harakatlarni bajara turib bolalar ularni nutqlashtiradilar: sut ichyapman, sutni idishga quyypapman va h.k.

Mualliflar alaliyani bartaraf etishning turli xil muddatlarini aytadilar: ayrimlar bir necha oyni yetarli deb hisoblaydilar. (Libmann, 1924), boshqalar ish yillar davomida olib borilishi kerak va kechishi belgilanmagan deb taxmin qiladilar (M.V. Bogdanov- Berezovskiy, 1909). V.K Orfinskaya va L.V. Melexova fikricha, ishni boshlash va davomiyligi muddati masalasi har bir holatda alohida hal qilinishi lozim, bunda nutqiy rivojlanmaganlik xarakteri va darajasidan, bolaning individual xususiyatlari va boshqa omillardan kelib chiqiladi.

3-4 yoshlar ish boshlash uchun qulay hisoblanadi. Bunda bolaga bilimlarga intilish paydo bo‘ladi va bu ishda faollik, onglik, qiziquvchanlik, tanqidchilik

uchun muhimdir. Alaliyada ijobiy dinamika quyidagi omillarni hisobga olganda namoyon bo‘ladi: nuqsonni erta aniqlash, ikkilamchi buzilishlarni o‘z vaqtida oldini olish, me’yordagi ontogenezni hisobga olish, nutqning barcha tarkibiy qismlariga sistemali ta’sir etish, bolalarga differensial yondoshish, sensor-intellektual va effektiv –iroda sohasiga ta’sir etish bilan birga nutqni shakllantirish, nutqiy jarayonlar, tafakkur va bilim faolligini shakllantirishning bir butunligi.

Shuningdek nutq nuqsonini aniqlagan logopeddan o‘z vaqtida korreksion-logopedik ish olib borishi, ota-onalar bilan suhbatlar o‘tkazilishi, bolani o‘z vaqtida boshqa mutaxassislar (nevropatolog, lor, surdolog) ko‘rigiga borishini ham ta’minlashi zarur. Nutqni rivojlantirish uchun bola tarbiyalanayotgan hayotiy vaziyat –unga qarov, atrofdagi kattalarning munosabati, ularning tarbiyaviy ta’siri, shuningdek o‘z faolligi (bolaning turli faoliyatdagi faolligi) katta ahamiyatga egadir.

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