
**MAKTABGACHA YOSHDAGI ESHITISHDA NUQSONI BO‘LGAN
BOLALARDA TEVARAK – ATROF XAQIDAGI TUSHUNCHALARINI
SHAKLLANTIRISH XUSUSIYATLARI**

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Annotatsiya

Maqolada maktabgacha yoshdagi eshitishda nuqsoni bo‘lgan bolalarda tevarak – atrof xaqidagi tushunchalarini shakllantirish xususiyatlari, maktabgacha yoshdagi eshitishda nuqsoni bo‘lgan bolalarda tevarak – atrof xaqidagi tushunchalarini hosil qilishda fikrlashning asosiy jarayonlari yoritilgan.

Tayanch so‘zlar. Tevarak-atrof, tafakkur, tasavvur, eshitishda nuqsoni bor bola, bilish jarayonlar, fikrlash, xotira.

Ma’lumki, birlamchi nuqson ikkilamchi nuqsonlarni yetaklab keladi. Eshitishda nuqsoni bo‘lgan bolalarning bilish faoliyatining rivojlanishiga ham bevosita va bilvosita ta’sir qiladi. Maktabgacha yoshdagi eshitishda nuqsoni bo‘lgan bolalarda tevarak – atrof xaqidagi tushunchalarini hosil qilishda fikrlashning asosiy jarayonlari bo‘lgan umumlashtirish va obstraktlash faqat so‘zlar yordamida bilangina ro‘yobga chiqishi mumkin. So‘zlar, terminlar tafakkur jarayonlarida tushunchalarning mazmunini ifodalaydi, ongda tushunchaning vakili bo‘lib xizmat qiladi, so‘z birligi signal sistemasining hamma signallarining signalidir: shu signallarining hammasini ifodalaydi, shu signallarining hammasini umumlashtiradi. Maktabgacha yoshdagi eshitishda nuqsoni bo‘lgan bolalarda tevarak – atrof xaqidagi tushunchalarini shakllantirishda har bir so‘z muayyan mazmuni va muayyan hajmdagi tushunchani ifodalaydi, shu sababli so‘zlar aloqa qilishga va tushunchalarni anglab olishga xizmat qiladi. Har bir tushuncha so‘zlar vositasi bilan boshqa shaxslarga bildirilishi mumkin. Tushunchalarni hamma anglab olishi mumkin. V.P. Ratnikov bolalarda tevarak – atrof xaqidagi tushunchalarini tushunchalariga quyidagicha ta’rif bergan.¹ Umumiy muhim belgilari bilan

¹ Концепции современного естествознания: Учебник для вузов / В.Н. Лавриенко, В.П. Ратников— Киев, 1998-.86.c

birlashtirilgan ob'ektlar, hodisalar, jismlarning butun guruhi to'g'risidagi umumlashgan belgilar hisoblanadi. Masalan: “O'simliklar” tushunchasiga barcha o'simliklar uchun umumiy bo'lgan muxit belgilari bilan bir guruhga birlashtirilgan har xil narsalar kiradi. Ularning hammasi o'sadi, rivojlanadi, nafas oladi, ko'payadi, ya'ni tirik organizm hisoblanadi. Biroq tushunchalarni tasavvurlardan farq qila bilish kerak. Tasavvur sezgi organlar faoliyatining, xotiraning yoki tasavvur qilishning mahsulidir.

Demak, tushuncha tafakkur asosida yuzaga keladi. Tushunchalar qabul qilinadigan va tasavvur etiladigan narsalar ustida fikr yuritish natijasida vujudga keladi. Masalan, qushni tasavvur qilish uchun unga qarash kifoya. O'sha qush to'g'risida tushuncha hosil qilish uchun esa aniq bilimlar va ularni tizimlashtirish bo'yicha fikrlash kerak bo'ladi. Tushunchalar so'ziga butun narsalar sinfiga taaluqli umumlashgan mazmunni aks ettiradi. Masalan, “barg” tushunchasi daraxt, buta, o'simliklarda o'sadigan hamma barglarga taaluqlidir.

Tasavvurlar tushunchalarning sezgili asosi hisoblanadi, biroq tasavvurlar bilan tushunchalar o'rtasida keskin farq yo'q. Tasavvurlar narsalarning muhim xususiyatlarini tobora ko'proq aks ettirib borishi bilan umumlashadi, hamda tushunchalarga aylanadi. Ayni vaqtda tushuncha o'z-o'zidan vujudga kelmaydi. U yoki bu narsa yoxud tabiat ob'ektlari to'g'risida tasavvurlarning bo'lishi ular to'g'risidagi tushunchalardan dalolat bermaydi. Tushuncha ko'pgina ayrim hodisalarning muhim belgilarini umumlashtirish sifatida hosil bo'ladi. Yuqorida biz tushunchalarni aniq va mavhum tushunchalarga ajratib ularga ta'rif berildi. Tushunchalar umumlashtirish va mavhumlashtirishning darajasi bo'yicha bir xildir. Ularning asosiy farqlari: Mazmuni; Xajmi; Shu tushunchaning boshqa tushunchalar bilan bog'lanishi va munosabatidir. Mazmun tushunchalarning eng muhim belgilari bilan xarakterlanadi. Tabiatning eng muhim belgilarini ajratish uchun “belgi” va “eng muhim belgi” ni farqlash zarur. Maktabgacha yoshdagi eshitishda nuqsoni bo'lgan bolalarda tevarak – atrof xaqidagi tushunchalarini xajmiga qarab alohida va umumiy bo'ladi. Masalan, “O'z o'lkamizning tabiati”, “Tabiatda mavsumiy o'zgarishlar” tushunchalarini umumiy deb atash mumkin, ular hissiy qabul qilishlari bilan bog'liqdir va alohida tushunchalar, umumiy

tasavvurdan iborat. Alohida va umumiy tushunchalar ham geografik, ham biologik kelib chiqishiga ega bo‘lishi mumkin.

Maktabgacha yoshdagi eshitishda nuqsoni bo‘lgan bolalarda tevarak – atrof xaqidagi tushunchalarini shakllantirishda “tabiat”, “jonsiz tabiat” , “jonli tabiat” kabi tushunchalar bilan tanishadilar va maktabgacha bo‘lgan yoshda ham 1-6 sinflarda shakllangan tabiatning real qismlari va hodisalari to‘g‘risidagi tasavvurlar sistemaga olinadi.

Demak, maktabgacha yoshdagi eshitishda nuqsoni bo‘lgan bolalarda tevarak – atrof xaqidagi tushunchalarning eng muhim belgilari sistemalashtirishning asosi bo‘ladi. Masalan, “jonsiz tabiat” tushunchasi shunday eng muhim belgilarga egaki, ularni kichik maktab bolalari ham aniqlab olishlari kerak: jonsiz tabiat qismlari ovqatlanmaydilar, o‘smaydi va nafas olmaydilar. Bu tushunchalar keyinchalik tabiatshunoslikni o‘rganishda chuqurlashadi va kengayib boradi.

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