

**NUTQ KAMCHILIKLARIGA EGA MURAKKAB NUQSONLI
BOLALAR KORREKSION –PEDAGOGIK TA’LIM TIZIMIDA
LOGOPEDIK ISH**

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Annotatsiya. Murakkab nuqsonli bolalarning nutq xususiyatlari, nutq kamchiliklariga ega murakkab nuqsonli bolalar korreksion –pedagogik ta’lim tizimida logopedik ish yoritilgan

Tayanch so’zlar. Murakkab nuqson, korreksion ish, harakat sohasi, nutqiy faoliyat, intellect, talaffuz, kundalik muloqot, metod va usul.

Nutq o’zida murakkab fiziologik, psixologik, fikrlash jarayonini aks ettirib, unda elementar daraja kabi (sensomotor, gnostik-amaliy), uning yuqori tashkil etilgan darajasi ham qo’shib keladi (ma’noviy, til xususiyatlari). SHunga bog’liq ravishda nutq va uning buzilishi, shuningdek, uni tuzatishga qaratilgan korreksion ish ham turli tomonlardan ko’rib chiqiladi – tibbiy, psixologik, lingvistik, psixolingvistik.

Rivojlanishida murakkab nuqsonga ega bo’lgan bolalardagi nutqiy nuqsonlar o’ziga xos holatlarga ega bo’lib (artikulyatsiyasi va akustikasiga ko’ra o’xshash tovushlarni farqlashdagi, talaffuzni o’z nazoratiga olishni o’zlashtirishda, nutqning grammatik qurilishini o’zlashtirishdagi qiyinchiliklar.), korreksion ta’sirning differentsial metodlarini talab etadi.

Turli nuqsonlari qo’shib kelgan bolalar nutq buzilishlarini o’rganishda nafaqat barcha nutqiy faoliyat komponentlarini, balki, keyinchalik kompleks logopedik ta’sir asosida yotuvchi nonutqiy funktsiyalar holati ham tahlil qilinadi va qayd etiladi. Bu toifa bolalar bilan ishlashning o’ziga xosligi shundaki, nutq nuqsonlarini korrektsiyalash va uni kuchaytiruvchi ko’pgina omillar qo’shimcha buzilishlar xarakterini- ko’rish, eshitish holati, harakat imkoniyatlari va idrok xususiyatlarini hisobga olgan holda amalga oshiriladi.

Rivojlanishida murakkab nuqsonga ega bo’lgan bolalarga korreksion – pedagogik tizimida biz logopedik ishlarga aloxida o’rin ajratamiz ,chunki murakkab nuqsonlar tuzilishida nutqiy buzilishlar muhim o’rinni egallaydi.

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Rivojlanishida murakkab nuqsonga ega bo'lgan bolalar bilan ishlashda tekshirishning standart usullaridan foydalanmaslik kerak. Saqlangan va buzilgan funktsiyalar, va bolalarning nutqiy imkoniyatlariga bog'liq ravishda verbal va noverbal topshiriqlar taklif etiladi. Ba'zi bolalar uchun tanlangan topshiriqlarning ko'pchiligi noverbal bo'lishi lozim bo'lsa, boshqalariga esa, ham verbal, ham noverbal topshiriqlarni afzal ko'rishadi.

Topshiriqlarni bajarish tezligini, bola faoliyatining to'g'riligi va aniqligini qayd etish va qiyoslash muhim ahamiyatga ega. Tekshirish davomi ko'pgina ahamiyatli holatlar: bolalarda topshiriqqa qiziqish uyg'ondimi yoki yo'qmi, ularning diqqati, charchash darajasi, muvoffaqiyatsizlikka munosabati qay darajada ekanligi va boshqalar aniqlandi.

Harakat sohalaridagi buzilishlar, qo'pol sensor va ba'zi hollardagi aqliy yetishmovchilik nutqning barcha kopponentlarini rivojlanmasligiga olib keladi. Logopedik korreksion ish - bu qator o'zaro tasir etuvchi, qisimlarni birlashtiruvchi butun bir pedagogik usullar tizimidir. Bu korreksion ishlar korreksion ta'limning asosiy shakli hisoblanib bu jarayonda nutqning barcha komponentlarini ketma-ket va o'zaro aloqada rivojlantirish amalga oshiriladi. Etakchi tashkiliy shakllar - yakka va frontal korreksion ishlaridir. Rivojlanishida murakkab nuqsonga ega bo'lgan bolalar uchun yakka ish shakllaridan foydalanish maqsadga muvofiqdir. Yakka logopedik korreksion ishlarini muvoffaqiyati uchun ularni to'g'ri tashkil etish va maxsus buzilishlar haqida aniq bilimlar zarur bo'ladi. U yoki bu buzilishni bartaraf etish vaqti, shuningdek uni bartaraf etish ketma-ketligini aniqlashtrish, tekshirish davomida belgilangan nuqsonning namoyon bo'lishi xolatiga bog'liq.

Barcha ishlarini to'g'ri rejalashtirish katta ahamiyatga ega. Uning har bir bosqichi chuqur o'ylangan aniq maqsadlar va yakuniy natijalar belgilanishi kerak. Korreksion ishni rejalashtirish jarayoni maqsadni aniqlashdan boshlanadi. Bunda ta'limiy faoliyat va bolalarning bilish faolligini rivojlantirilishga beriladigan urg'u aniq shakllantirilishi kerak. Korreksion ishning tuzilishi metod va usullarni tanlanishi, lug'at ishi uning mavzusi va maqsadiga bog'liq bo'ladi.

Korreksion ishlarni tashkil etishda logoped har doim bolalar nimani o'zlashtirishdi va nimani ustida ishlarni davom ettirish zarurligini belgilovchi kuzatuvchi, taxlilar olib borishi kerak. Logopedik ish dasturi quyidagi holatlarni

hisobga olgan holda, uning uchun natijaviylik holatlarini hisobga olgan holda qurilishi mumkin.

1. Bu ishda nutqning kommunikativ funksiyasini rivojlantirishga alohida e'tibor qaratiladi. Nutqiy muloqatning jadallashuvi keng nutqiy amaliyotni paydo bo'lishiga olib keladi. Muloqatga kirishishga yo'naltiruvchi bo'lib bolalar talaffuzi uchun qulay va ular muloqati uchun dolzarb bo'lgan materialni to'g'ri tanlanishi xizmat qiladi. SHuningdek, qulay sharoit yaratish, bevosita muloqot o'rnatishga yo'naltirilgan turli xil faoliyat turlaridan foydalanish ham katta ahamiyatga ega. Bolalarni qayta ishlangan nutqiy operatsiyalarini o'xshash yoki yangi sharoitlarda qo'llashga egallangan ko'nikmalarni turli faoliyat turlarida ijodiy amalga oshirishga o'rgatish kerak.

2. Bolalarning nutqiy rivojlanishining pasligi va materialni o'zlashtirish sekinligi tempi bilan bog'liq ravishda taklif etilayotgan material xajmini to'g'ri belgilash, har bir korreksion ishning mazmuniga alohida e'tibor qaratish zarur. Bu toifa bolalar bilan ishlashning o'ziga xosligi murakkab nuqson komponentlarining tuzilishlariga bog'liq bo'lib, bu turli xil nutqiy (dizartriya, rinolaliya va boshqalar) buzilishlarda, analizator tizimining buzilishlarida (ko'rish, eshitish, tayonch- harakt apparati) yoki intellektual buzilishlarda namoyon bo'lishi mumkin. Masalan, kar yoki ko'r dizartriya nutq nuqsoniga ega bo'lgan bolalar bilan logopedik ishlashda logopedik massajni kiritish, artikulyatsion mashqlarni faol olib borish zarur va hakoza.

3. Bu toifa bolalarning ko'pchiligida analiz- sintez faoliyatini rivojlanish xususiyati oliy psixik funksiyalarni rivojlantirishni ko'zda tutadi. Har bir korreksion ish davomida korreksion vazifalar u yoki bu psixik funktsiyalarga urg'u beradi –xotira, diqqat, idrok, taffakur.

4. Logopedik korreksion ish larni rejlalashtirishda nutqiy faoliyatni shakllantirishda ancha samarali ishtirok etadigan turli xil saqlangan analizatorlar faoliyatini faollashtirishga yo'naltirilgan mashqlarni kiritish zarurati ko'zda tutiladi.

5. Bunday korreksion ish larini tashkil etish va o'tkazishning muhim sharti ish usullari mazmunini o'zaro aloqada takrorlash tizimi hisoblanadi. Takrorlashlar mexanik emas, balki ongli bo'lishi kerak, korreksion ish lar turini o'zgartirish orqali bolalarga qiziqarli va yangi elementlarga erishadi. Materialni

mustahkamlash uchun takrorlash tizimiga maxsus yaratilgan yoki o'z –o'zidan paydo bo'luvchi sharoitlar kiritiladi.

Xulosa o'rnida aytish mumkinki, Logopedik korreksion ish larda turli xil metodlar qo'llaniladi: amaliy, ko'rgazmali va og'zaki. Ularni tanlash va qo'llash xususiyatlari nutqiy va qo'shimcha nuqsonlar, logopedik ta'sir mazmuni, maqsadi, vazifalari ish bosqichi, bolaning individual –psixologik xususiyatlariga bog'liq ravishda belgilanadi. Masalan, ko'r bolada dizartriya ko'rinishidagi nuqsonni bartaraf etishda amaliy va og'zaki metodlarga tayanish maqsadga muvofiq.

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