

**MAKTABGACHA TARBIYA YOSHIDAGI BOLALARDA MULOQOT
RIVOJLANISHNING MAZMUNI**

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Muloqot jarayonida muayyan shaxsiy munosabatlar shakllanadi. Bolada qanday shaxsiy sifatlarning tarkib topishi ko'p jixatdan uning atrofdagilar bilan bo'lgan o'zaro munosabti xarakterga bog'liqdir. Bolaning kattalarga munosabati ishonch yoki ishonchsiz, yoqimli yoki yoqimsiz bo'lishi mumkin. Ularning fikricha, bunga sabab shundaki, ona bolaning “orol extiji” ni qondiradi. Biroq nega bo'lmasa onasidan ayrilib qolgan bolalarning xam jismoniy xam psixik jixatdan qattiq normal rivojlanishi xolatlar uchraydi.

Bilish muloqotida bola kattalar bilan atrof olamdagi narsa va xodisalarni muxokama qiladi. Bunda bola biror bir narsa xaqida aytib berishi, savollar bilan murojaat qilishi, kattalardan biror narsa aytib berilishning iltimos qilish mumkin. Bunday turdagi muloqotga kirishidan maqsad kattalardan zarur bo'lgan axborotni olishdan iborat. Bunda u o'zining emotsional xolatini ta'riflab berishi, kattalarni o'zlari xaqida gapirib berishga indashi mumkin. Bolaning emotsional qo'llab quvvatlashga bo'lgan extiyoji atrof olamga bo'lgan munosabati va unga berayotgan baxosi kattalarning munosabat va baxosiga mos kelishiga intilishi shaxsiy muloqotning asosini tashkil etadi. M.I.lisinaning fikricha, aynan shu narsalar bolaning ijtimoiy extiyojlari tarkibida markaziy o'rini egallaydi.

Muloqotning roli bola xayotida, balki umuman kishi xayotida kattadir. Muloqot odatda kishilarning amaliy o'zaro ta'siriga qo'shilgan. Bu xam birgalikdagi mexnat, xam o'qish, xam jamoali o'yin va ko'pgina boshqalardir. Muloqot kishilar faoliyatini rejalashtirishni, amalga oshirishni va nazorat etishni ta'minlaydi. SHu bilan birga muloqot qilishning boshqa inosnlar bilan muloqot etishga bo'lgan aloxida extiyojlarni qondiradi.

Maktabgacha tarbiya yoshidagi bolalarda muloqot rivojlanishning mazmuni vazifalari - nutqi to'liq rivojlanmagan bolalar maxsus korrektsiyalavochi. Bolalarda nutq funktsiyasining rivojlanmaganligi va bola ruxiy rivojlanishidagi ikkilamchi nuqsonlarning o'ziga xosligi bilan ta'sirsiz ommaviy bog'chaning dastur talablarini egallay olmaydilar shartlanadi. Ko'pgina mualliflar

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(M.E.Xvatsev, R.E.Levina, Ye.M.Mastyukova, B.M.Grinshpun, V.K.Vorobeva va boshqalar) tomonidan ko'rsatiyu o'tilgan bilish faoliyatining ikkinlamchi nuqsonlari mazkur kategoriyadagi bolalarda xotira, idrok, analiz, sintez, taqqoslash, umumlashtirish kabi tafakkur operatsiyalarini shakllantirishni lozimligini ko'rsatadi. SHu bois nutqi to'liq rivojlanmagan bolada bilish faoliyatining o'ziga xosliklarini o'rganish bilan bog'liq jixatlar aloxida e'tiborga loyiq. Biroq zamonaviy adabiyotlarda mazkur o'ziga xosliklar va korrektsiyalash yo'llarini ishlab chiqish borasidagi ma'lumotlar kam uchraydi.

Nutqiy funktsiyalarning rivojlanishi murakkab jarayon bo'lib, R.E.Levina norma va patologiyada bolalar nutqining shakllanishi qonuniyatlarini o'rganar ekan sog'lom rivojlanayotgan bola nutqini egallash davomida bosib o'tadigan besh bosqichni ajratib ko'rsatadi.

Birinchi – fonematik bosqichga qadar bolada tovshularni differentsiyalash, nutqni tushunish va shaxsiy nutqiy faollik, faol nutq umuman bo'lmaydi.

Ikkinchi - nisbatan kontrast yoki uzoq fonemalarni ajratish paydo bo'ladi. Biroq yaqin fonemalar differentsatsiya qilinmaydi. Bola talaffuzi buzilgan noto'g'ri u o'zlarning to'g'ri noto'g'ri talaffuzini ajratmaydi.

Uchinchi bosqichda xal qiluvchi siljishlar yuzaga keladi. Bola tilidagi tovushlarni ularning fonematik belgilariga mos ravishda eshita boshlaydi u noto'g'ri talaffuz o'rtasidagi farqni sezadi. Nutq xali noto'g'riligicha qoladi. Biroq bola kattalar tomonidan talaffuz etiladigan tovushlar o'rtasida oraliq tovushlarning paydo bo'lishida ifodalanuvchi yangi idrokka moslashishi kuzatila boshlaydi.

To'rtinchi bosqichda tovshularning idrok etishning yangi obrazlari ustunlik qila boshlaydi. Bolada xali avvalgi norma ifodalangan bo'lib u noto'g'ri talaffuz etilgan so'zlarni bila boshlaydi. Faol nutq deyarli to'g'ri rivojlana boradi.

Beshinchi bosqichda fonematik rivojlanish jarayoni yakunlanib, bola to'g'ri eshitadi va gapiradi. Unda so'zlar va aloxida tovushlarning nozik va differentsiyalashgan tovush obrazlari shakllanadi.

Bola nutqining to'g'ri rivojlanish nafaqat fonematik idrok va nutqning talafuz tomonining rivojlanish darajsi balki atrofdagilar nutqida xamda shaxsiy nutqda so'zning tovush tarkibini farqlash imkoniyati bilan belgilanadi.

Maktabgacha yoshda rivojlanuvchi nutqning asosiy funktsiyalardan kommunikativ funktsiyasidir. Ilk bolalik chog'idanoq bola nutqdan muloqot vositasi sifatida bola foydalanadi. Muloqot kattalar va kattalarning ishtirokidagi

aniq vaziyat sifatida yuzaga keladi. Nutq biron bir faoliyat bilan bog'liq ravishda yoki yangi predmetlar yoki xodisalar bilan yuzaga keluvchi savollarni, savollarga javoblarni ma'lum talablarni ifodalaydi.

Demak muloqotning roli nafaqat bola xayotida, balki umuman kishi xayotida kattadir. Muloqot odatda kishilarning amaliy o'zaro ta'siriga qo'shilgan. Bu xam birgalikdagi mexnat, o'qish jamoali o'yin va ko'pgina faoliyatlarda boshqariladi. Muloqot kishilar faoliyatini rejalashtirishni amalga oshirishni va nazorat etishni ta'minlaydi. SHu bilan birga muloqot kishinnig boshqa insonlar bilan muloqot etishga bo'lgan aloxida extiyojlarini qondiradi. Kishilarning ijtimoiy tarixiy rivojlanishi jarayonida vujudga kelgan mazkur extiyojning qondirilishi xursandchilik xissining paydo bo'lishi bilan bog'liq muloqot jarayoni faoliyatning boshqa shakllaridan ajralib, nisbiy mustaqillik kasb eta oladi.

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