
**ESHITUV NUQSONIGA EGA BOLALARDA YOZUV MALAKALARINI
SHAKLLANTIRISH PEDAGOGIK-PSIXOLOGIK MUAMMO
SIFATIDA**

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Annotasiya

Ushbu maqolada maxsus ta'limning eng dolzarb vazifalaridan biri bo'lgan eshituvda nuqsoni bo'lgan bolalarni maktabda o'qishga va yozuvga tayyorlash jarayonini faollashtirish, ushbu muammo bo'yicha O'zbekistonda olib borilayotgan ilmiy izlanishlar borasidagi fikrlar yoritilgan.

Kalit so'zlar: maxsus ta'lim, eshituvda nuqsoni, o'qish, yozuv, faollashtirish, ilmiy izlanishlar, nutq, yozma nutq

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Istiqlol yillarda ta'lim sohasi Davlatimiz siyosatining ustuvor yo'nalishlaridan biriga aylanadi. Bu borada amalga oshirilayotgan ishlar ko'lami va salmog'i bunga misoldir. Qisqa fursat ichida ta'lim rivoji yo'lida qo'lga kiritilayotgan yutuqlar, keng ko'lamli o'zgarishlar zahirida xukumatimizning mazkur sohaga nisbatan yuksak e'tibori mujassamdir, «Ta'lim to'g'risida»gi Qonun, mamalakatimiz prezidenti SH.M.Mirziyoevning 2016 yil 29 dekabrda qabul qilingan «2017-2021 yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi qarori hamda qator ta'lim sohasiga tegishli Prezident farmonlari, farmoyishlari va xukumat qarorlari qabul qilinib, yurtimizda keng miqyosda tatbiq etilmoqda. O'zbekistonning mustaqilligi natijasida yuz bergan ijtimoiy va iqtisodiy o'zgarishlar ta'lim sohasida ham tub islohatlar o'tkazishni, ta'lim-tarbiyaviy ishlarni davr talablari darajasiga olib chiqishni taqazo etmoqda. Yuqorida keltirilgan huquqiy asoslar va ularning amalga joriy etilishi ta'lim jarayonlarini sifat jihatidan yangi pog'onaga ko'tardi, sohada jiddiy o'zgarishlar sodir bo'ldi. «Ta'lim to'g'risidagi Qonun» da o'sib kelayotgan yosh avlodni har tomonlama yetuk shaxs bo'lib yetishlari muhim vazifa sifatida belgilanadi. Xususan, mazkur hujjatning 11-moddasida ushbu masalaga

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quyidagicha yondashiladi: “Maktabgacha ta’lim bola shaxsini sog‘lom va yetuk, maktabda o‘qishga tayyorlangan tarzda shakllantirish maqsadini ko‘zlaydi”, bu esa maktabgacha ta’lim muassasasiga murakkab va ayni damda muhim vazifani yuklaydi.¹ Maktabgacha ta’lim uzluksiz ta’lim tizimining boshlangich turi xisoblanadi, hamda O‘zbekiston Respublikasining «Ta’lim to‘g‘risidagi Qonun»i talablari asosida tashkil etiladi. Maktabgacha yoshdagi bolalarni rivojlantirish va maktabga tayyorlash jarayoni oldiga quyilgan maqsad va vazifalarning bajarilishi «Maktabgacha yoshdagi bolalar ta’lim-tarbiyasiga qo‘yiladigan Davlat talablari» orqali nazorat qilinadi. Davlat talablaridan maktabgacha yoshdagi bolalarga beriladigan ta’lim-tarbiya mazmunining asosiy yo‘nalishlari hamda ularning maktabga tayyorgarlik darajasiga qo‘yiladigan minimal talablar belgilab berilgan bo‘lib u davlat xujjati sifatida e’tirof etiladi. Maktabgacha ta’lim bola shaxsini sog‘lom va yetuk, shu bilan birga maktabga tayyorlagan holda shakllantirish maqsadini ko‘zlaydi. O‘zbekiston Respublikasi “Ta’lim to‘g‘risida”gi Qonunning 11-moddasida: “Bu ta’lim 6-7 yoshgacha oilada, bolalar bog‘chasida va mulk shaklidan qat’iy nazar, boshqa ta’lim muassasalarida olib boriladi”², deb ta’kidlangan. Darhaqiqat, ta’lim-tarbiya qanchalik erta boshlansa, uning samarasi shunchalik erta namoyon bo‘ladi va insonning butun hayot tarziga ijobiy ta’sir qiladi. Maktabgacha ta’lim tizimini takomillashtirish, ta’lim-tarbiya jarayonini tarbiyachilar tomonidan to‘g‘ri tashkil etilishi, mas’ul shaxslar tomonidan uni nazorat qilinishining afzalligini ta’minlash, maktabgacha yoshdagi bolalar otalarining oilada bola tarbiyasi bilan shug‘ullanishi uchun qulaylik yaratish maqsadida "Bolajon" tayanch dasturi “Ta’lim to‘g‘risida” gi Qonun, “Maktabgacha ta’lim Konsepsiyasi”, “Maktabgacha yoshdagi bolalarning rivojlanishiga qo‘yiladigan Davlat talablari” asosida ishlab chiqildi. O‘zbekiston Prezidenti SH.M.Mirziyoevning 2016 yil 29 dekabrda “2017-2021 yillarda maktabgacha ta’lim tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qarori ijrosi doirasida qisqa muddatda tizimda maktabgacha ta’limning yangi muqobil shakli yaratildi³. Unga ko‘ra maktabgacha ta’lim muassasalari tarkibida ta’limning ushbu bosqichiga qamrab olinmagan 5-6

¹ "Ta’lim to‘g‘risidagi qonun Toshkent: O‘zbekiston 2020, _12.b.

² “Ta’lim to‘g‘risida”gi Qonunning 11-moddasi

³ SH.M.Mirziyoevning 2016 yil 29 dekabrda “2017-2021 yillarda maktabgacha ta’lim tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qarori

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yoshdagi bolalar uchun qisqa muddatli, kuniga 3-4 soatlik mashg'ulotlar o'tkaziladigan maktabga tayyorlash guruhleri o'z faoliyatini boshladi. Hozirgi kunda mamlakatimizda 2 ming 300 dan ortiq ana shunday guruhlar tashkil etilib, ularda 49 mining 243 nafar bola ta'lim tarbiya olmoqda. Bu esa o'z navbatida bolalardagi nutq nuqsonlarini ertaroq aniqlash va bunday bolalarga mutahassis yordamini tashkil etishga zamin yaratmoqda.⁴

Jamiyatning bolalar ongiga ta'sir o'tkazish asosan-ta'lim tarbiya orqali amalga oshiriladi. Bola yoshligidan atrofdagi kishilar bilan muloqotda bo'lib, bilimlar, ko'nikma va malakalarni egallaydi. U dastalb oila sharoitida va maktabgacha tarbiya muassasalarida, keyinchalik maktabda ta'lim tarbiya oladi. Bu bosqichlarda bolalarga ta'lim tarbiya berishni to'g'ri yo'lga qo'yish yosh avlod uchun, shu jumladan rivojlanishida kamchiligi bo'lgan bolalarga ta'lim-tarbiya berishdir. Maxsus ta'limning eng dolzarb vazifalaridan biri bu eshituvda nuqsoni bo'lgan bolalarni maktabda o'qishga va yozuvga tayyorlash jarayonini faollashtirishdan iboratdir. Ushbu mavzu bo'yicha O'zbekistonda ilmiy tadqiqot ishlari o'tkazilmaganligi, adabiyotlar, metodik qo'llanmalar kamchiligini inobatga olib, eshituvda nuqsoni bo'lgan bolalarni yozuv jarayoniga tayyorgariligi muammosini pedagogik, psixologik tomondan o'rganib, bunday bolalarni yozuv malakalarini shakllantirish qay holatda rivojlanganligini ko'rib chiqib, o'rganib, uni rivojlantirishning yanada samarali yo'llari yuzasidan tavsiyalar ishlab chiqish borasida izlanishlar olib borishni olib hozirgi kundagi dolzarb muammolardan ekanligini aniqladik.

Xulosa o'rnida shuni aytish mumkinki, eshituv sezgisini yo'qotish bilan eshitishda nuqsoni bo'lgan bolalarda ko'ruv sezgisi faollashadi, o'tkirlanadi. Ko'ruv idrokidan tashqari, anglash jarayonida hidlash va harakat sezgilari ham muhim o'ringa egadir. Harakat sezgilari inson badani, qismlari, nutqiy organlar harakati haqida signal beradi. Eshituv analizatori funksiyasini buzilishda nutqiy harakatlar aniqligi, differensiallanganligi buziladi. I.M.Solovev va boshqa olimlar eshituvning yo'qolishini nafaqat artikulyatsion apparat sezgisi, balki nafas olish apparatining harakat sezgisiga ham salbiy ta'sir ko'rsatadi. Chunonchi, mimika, daktilologiya kabi nutq shakllari harakat va ko'ruv sezgilari asosida shakllanadi.

⁴ “Sog'lom avlod” gazetasi, 2017 y 3-son. 3-bet. N.Norboboev. “Maktabgacha ta'lim tizimi takomillashmoqda”

Teri sezgilari taktil va temperatura sezgilarini qamrab oladi. Ular birligi predmet, uning shakli, kattaligini ifodalovchi materialni anglash imkonini beradi. Bu sezgilar retseptorlari bormoq uchlarida, til uchida joylashgan bo'ladi. Sezgilar faol faoliyatni talab etadi va retseptorlarni ta'sirlovchilar bilan kontakti davomida yuzaga keladi. Teri sezgilari boshqa sezgilar bilan birga predmetni to'liq idrok etishga yordam beradi. Teri sezgilari predmetni ko'rish orqali idrok etishni to'ldiradi. Asosan predmetlarni hajmi va fazoviy joylashuvida idrok etishda, predmetlarni tashqi qatlamini sezishda teri sezgilarining ahamiyati kattadir. U materialni ko'rish orqali anglashga, ko'rish esa o'z navbatida sezishga yordam beradi. Eshituvida nuqsoni bo'lgan bolalarda ko'ruv idroki, teri taktil hamda harakat sezgisilariga tayangan holda atrof - olamni idrok eta olish imkoniyati yuqoriligini rus psixologi T.G.Tigranova tomonidan o'rganilgan.

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