

**UMUMTA'LIM MAKTABI O'QUVCHILARIDA YOZMA NUTQ
KAMCHILIKLARINI BARTARAF ETISH PEDAGOGIK-PSIXOLOGIK
VA METODIK MUAMMO SIFATIDA**

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Annotasiya

Ushbu maqolada umumta'lim maktabi o'quvchilarida kuzatiladigan yozma nutq kamchiliklarini bartaraf etish pedagogik-psixologik va metodik muammo sifatida ochib berilgan. Xususan, umumta'lim maktabi o'quvchilari orasida kuzatiladigan o'qish va yozuvdagi kamchiliklarni bartaraf etish borasida ilmiy izlanishlar tahlili yoritilgan.

Kalit so'zlar: dizatriya, yozma nutq, talaffuz kamchiliklari, korreksiya, o'qishdagi kamchiliklar, disleksiya, disgrafiya, aleksiya, agrafiya

Nutq bola hayotida turli funksiyalarni: aloqa qilish, tajribalarni o'zlashtirib olish, faoliyatini boshqarishni bajaradi. Bu sanab o'tilgan funksiyalar maktabgacha ta'lim davrida shakllanadi.

Nutq inson faoliyatini boshqarish vositasidir. U xotira va idrok jarayonlarini tashkil etadi. Shunday ekan bu vazifalarni amalga oshirishda nutqida nuqsoni bo'lgan bolalarni logopedik mashg'ulotlar yordamida nutqiy kamchiliklarini bartaraf etish muhim ahamiyat kasb etadi.

Nutq kamchiliklariga ega bolalarga maxsus logopedik ta'sir ko'rsatishning ahamiyatining ko'pgina tadqiqotchilar ham ta'kidlaganlar (L.Mo'minova, R.Shomahmudova, M.Agapova, S. Boboyeva va boshqalar)

Ko'pchilik tadqiqot ishlari o'qish va yozuv kamchiliklarini xulq atvor me'yorlari bilan bog'liqligini alohida qayd etadi. Bu bog'liklik bola maktabga borgandan so'ng, ya'ni o'zi bajara olmaydigan vazifalarga duch kelgandan so'ng ko'zga tashlanadi.

Ko'pchilik o'qituvchilar bu bolaning ish qobiliyatining sustligi, diqqatining tarqoqligi darsda o'tira olmasligidain shikoyat qiladilar. O'qish va yozuv nuqsonlariga ega bo'lgan bolalar kamchiliklarini ikki guruxga ajratish mumkin:

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1) Involyutsiya (o'qishga qiziqishning yo'qligi, qo'rquv, sustlik, o'z-o'zi bilan bo'lish, asabiylik, tarbiyasizlik, ovqatlanish buzilishi, siydik ushlay olmaslik);

2) Faol kompensatsiya (qaysarlik, gapga kirmaslik, agressivlik).

Bir necha farzandli ota-onalar bunday farzanlarini boshqalari bilan solishtirib, ularga nisbatan qo'pol munosabatlarda bo'ladilar, bu esa bolalarning xarakteriga sal'biy ta'sir ko'rsatadi. Shuningdek, ko'p ota-onalar farzandlarining bunday kamchiliklarida o'qituvchilarni ayblaydilar. O'qituvchi esa bunday kamchiliklarni ota-onalarning bolalar o'qishlariga nisbatan befarqligi deb karaydilar.

Bola sekin asta maktab tapablarini bajarmaydi, darslarni qoldiradi va unda sal'biy xulq-atvor shakllanadi. Agar bolalar maktabni tashlab ketsalar, ular o'z xoxishlari bilan hech qachon kitob mutoola qilmaydilar va bu o'z navbatida salbiy oqibatlar keltirib chiqaradi.

Agar o'quvchi kitob kam o'qisa, unda uning keyinchalik rivojlanishi, lug'atini boyishi va mustaqil ta'lim olish imkomiyatlari cheklanadi.

Bu bolalarning ichki nutqi sust rivojlanadi, bu esa tafakkurning zaiflashuviga olib keladi,

Nuqsonli bolalar o'z nuqsonini qay darajada ekanligini anglash va uning oqibatlarini ko'ra bilish darajasiga ko'ra iztirob chekadilar. Intelekti va matorikasi qo'pol buzilgan bolalar ko'proq o'z nuqsonlaridan istirob chekadilar.

Bolani o'z kuchiga ishonchsizlik tuyg'usi va xulqidagi o'zgarishlar ko'proq darajada *bolaning nuqsoniga nisbatan* ota-onalar va yaqin qarindoshlarining munosabatlariga bog'liq.

Ota-onalar bolaning o'rniga barcha ishlarni bajarishga harakat qiladilar va buning oqibatida bolada tobelik boqimandalik hislari uyg'onadi va u o'zgalar yordamisiz biror bir faoliyatni bajara olmaydilar.

Bola o'z faoliyatiga ehtiyoj sezmaydi. Ayrim xollarda ota-onalarda, atrofdagi odamlarda bolalarga nisbatan negativ munosabatlar shakllanadi.

O'zbekistonda anomal va nog'iron bolalarga yordam uch vazirlik qoshidagi muassasalarda tashkil etilgan. Xalq ta'limi vazirligi qoshida ular uchun uzluksiz ta'lim tizimida maktabgacha tarbiya muassasalari, maktab, maktab-internatlari faoliyat ko'rsatib kelmoqda. Maktabgacha tarbiya muassasalarida va maktabda aloxida yordamga muxtoj bolalar integratsiyalashgan ta'limga jalb etilmoqdalar.

Dizartriya soʻzlarni toʻla, ravon talaffuz qila olmaslik, talaffuz nuqsonidir. U nutq apparati innervatsiyasida kamchilik borligiga bogʻliq boʻladi. Dizartriya uchun markaziy hamda periferik nerv sistemasining organik kasalliklari natijasida artikulyatsiya mushaklarining falajlanish tufayli tovushlar talaffuzi va ovozning buzilishi harakterlidir.

Dizartriya keltirib chiqaradigan sabablar xilma-xildir. Dizartriya koʻp hollarda ona qorindagibolaga ichki va tashqi omillarning salbiy taʼsiri tufayli vujudga kelishi mumkin. Bunga onaning homiladorlik vaqtida baʼzi yuqumli kasalliklarga yoʻliqishi, turli moddalarning zaharli taʼsiri - intoksikatsiya, gipoksiya (kislorod yetishmasligi), homilaning shikastlanishi, esfiksiya boʻlib (kindigi oʻralib) tugʻilishi va boshqalar kiradi. Dizartriya baʼzan bolaning goʻdakligida (1 yoshga yaqin vaqtida) kasal boʻlishi (meningit, turli xildagi miningoensefalitlar bilan ogʻrish) hamda markaziy nerv sistemasining shikastlanishi natijasida ham vujudga kelishi mumkin. Ona bilan bola qonlari tarkibining bir-biriga toʻgʻri kelmasligi (rezus faktor) natijasida ham dizartriya kuzatishili mumkin¹.

Koʻp hollarda dizartriya bolalarda uchraydigan serebral falaj oqibati tariqasi paydo boʻladi. YE .M. Mastyukova maʼlumolariga koʻra, bolalar serebral falaji bilan kasallangan kishilarning 65-85 foizida dizartiya kuzatiladi².

Dizartriya nutq sistemasining barcha komponentlarida qandaydir oʻzgarishlar kuzatilishi mumkin. Shunga koʻra dizartrik bolalar bir necha gruppalariga boʻlinadi: fonetik nuqsonli, fonetik-fonetik kamchilikli bolalar; nutqi umuman rivojlanmagan bolalar. Fonetik harakterdagi dizartriyada tovushlar talaffuzidagi kamchiliklarni bartaraf etish choralari koʻrilsa, fonetik – fonetik harakterdagi dizartriyada tovushlarni ajratish, fonematik oʻquvni rivojlantirish, oʻxshash tovushlarni bir biridan ajratish, soʻz lugʻatini boyitish, grammatik tuzumni shakllantirib borish ustida ish olib boriladi. Dizartriya bartaraf etishda, koʻpincha, kompleks chora-tadbirlarni amalga oshirish, fonetik mashqlar oʻtkazish, fonetik oʻquvni rivojlantirish, lugʻatni boyitish, bogʻlanishli-maʼnoli nutqni oʻstirish, yozma nutqdagi kamchiliklarning oldini olish ustida ishlash talab etiladi.

¹ Moʻminova L.R., Ayupova M.Yu., Logopediya. – T.: Ўқитувчи, 1993

² Ayupova M.Yu., Logopediya – T., 2007 yil

Dizartriklar bilan maxsus logopedik ishlar og‘ir nutq kamchiliklari bor, maktabgacha yoshdagi bolalar uchun tashkil etilgan nutqiy bog‘chalarda, nutqiy maktablarda yoki umumiy ta‘lim maktab qoshidagi nutqiy sinflarda, harakat-tayanch organlari jarohlangan bolalar uchun tashkil etilgan bog‘cha hamda maktab-internatlarda, psixonevrologik shifoxona- larning nutqiy bo‘limlarida olib boriladi. Dizartriyaning yengil shakllarini poliklinika qoshidagi logopedik kabinetlar, umumta‘lim maktablaridagi logopedik punktlarda bartaraf etish mumkin.

Xulosa o‘rnida shuni aytish mumkinki, dizartriya qanchalik barvaqt aniqlansa, uni bartaraf etish, korreksiyalash choralari ham shuncha yaxshi naf beradi. Uzoq muddat ichida sabr-toqat, izchillik bilan logopedik mashg‘ulotlar olib borib, yuqori natijalarga erishish mumkin³.

Faqatgina to‘g‘ri tashkil etilgan kompleks chora-tadbirlar, logoped bilan nevropatolog yoki psixonevrolog hamda ota-onalarning hamkorlik qilishi, logoped bilan massajist, davolovchi fizkultura mutaxassislarining birgalikda hamjihat bo‘lib ishlashi natijasidagina dizartriya maksimal darajada bartaraf etib, bolaning atrofdagilar bilan to‘g‘ri aloqa bog‘lab, bimalol gaplasha oladigan bo‘lishini ta‘minlash mumkin.

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