

**NUTQIDA NUQSONI BO'LGAN BOLALANI MAKTAB TALIMIGA
TAYYORLASHNING NAZARIY JIHATLARI**

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Rezyume

Ushbu maqolada maktabgacha yoshdagi nutqida nuqsoni bo'lgan bolalarni maktab talimiga tayyorlash masalasi ko'rib chiqiladi, shuningdek, maktabgacha yoshdagi bolalarning yozish va o'qish ko'nikmalarining psixologik va pedagogik jihatlari tahlil qilinadi.

Tayanch tushunchalar: ta'lim, maqsad, vazifa, mazmun, davlat talabi, maktabga tayyorlash, rivojlantirish, maktabgacha ta'lim, aqlan rivojlanish, ma'nan rivojlanish, jismonan rivojlanish.

Maktabgacha ta'lim yoshidagi bolalarni maktab ta'limiga tayyorlash jarayonini takomillashtirishda bo'lajak pedagoglarning ilmiy va uslubiy ta'minlanganligi, uning kasbiy tayyorgarligi asosiy masalalardan sanaladi. Ayniqsa, bolalarning jismoniy xususiyatlari, antropometrik ko'rsatkichlari, aqliyirodaviy jihatlari, ruhan maktabga tayyorligi ularning intellektual va jismoniy jihatdan maktab ta'limiga moslashishi, fanlarni zo'riqlashtirishda ahamiyatli sanaladi. Bolalarni maktab ta'limiga tayyorlash o'zining bir qator mezonlariga ega. Bu jarayonda bolalarni jismoniy, aqliy, ruhiy, irodaviy va ma'naviy jihatdan maktabga tayyorlash ularning maktab ta'limida zo'riqlashtirish, ta'limning uzluksizligi va samaradorligini ta'minlovchi asoslardandir. Bolalarni maktabga tayyorlashda bu boradagi metodik bilimlarga tayanish, aniq tizim va ketma-ketlikka asoslanish muhim ahamiyatga ega. Bu jarayonda

L.S.Vigotskiy, R.E.Levina, A.R.Luriya, A.A.Leont'evlar psixik jarayonlar hamda nutqning birligi va uzluksizligi haqidagi holat, faoliyatning shaxs shakllanishidagi yetakchi omil sifatidagi ahamiyati to'g'risidagi holat, nutqiy faoliyatning murakkab tizimli funktsional birlik sifatidagi ahamiyati to'g'risidagi holatlarni, L.S.Volkova, L.S.Vigotskiy, R.I.Lalaeva, A.R.Luriya, Ye.M.Mastyukova, Ye.F.Sobotovich, T.B.Filicheva, L.S.TSvetkovalar nutqiy defekt strukturasi to'g'risidagi zamonaviy tasavvurlar va qarashlarni,

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A.V.Zaporojets, D.B.Elʼkoninlar esa maktabgacha tarbiya yoshini inson kamolotining muhim bosqichi sifatida qabul qilgan kontsepsiyasi, L.S.Vygotskiyning rivojlanishning yaqin zonasida taʼlim olishning ahamiyati toʻgʻrisidagi qarashlari, L.A.Venger, M.V.Kruxov, A.M.Leushina, V.A.Petrovskiyning pedagogik texnologiyalar va pedagogik tizimni tashkil etish uslublari toʻgʻrisidagi taʼlimotlari hozirgi kun amaliy logopediya sohasida yetakchi va muhim oʻrinlarni egallab kelmoqda.

R.E.Levina, T.B.Filicheva, R.I.Lalaeva, A.R.Luriya va b. olimlar bola orfografiyaning fonetik tamoyilini samarali oʻzlashtirishi uchun zarur boʻlgan koʻnikma va malakalar guruhini ajratib koʻrsatdilar:

1. Soʻzdagi oʻhshash (qardosh)fonemalarni ajrata olish (fonetik idrok);
2. Soʻzning tovushli tarkibi haqidagi tasavvurlarning aniq va barqarorligi (fonematik tahlil);
3. Tovush-harfli assotsiatsiyalarning aniqligi, u oʻz navbatida shakllangan fonematik idrok, koʻrish idroki, fazoda moʻljallash olish, yaxshi rivojlangan harfli mnezisga asoslangan holda shakllanadi.

S.F.Juykova fikriga koʻra “tilni sezish” – maʼlum bir til aloqalari tizimi boʻlib, u yaxshi rivojlangan fonematik eshitishni taqozo etadi, oʻz navbatida mazkur eshitish maktabgacha tarbiya yoshida nutqiy faoliyatda (soʻzlash va tinglash jarayonida), maxsus mashqlar taʼsirida rivojlanadi. “Tilni sezish” tushunchasi ostida yuqori darajada bolalarning nutqiy rivojlanishi “grammatikagacha”boʻlgan bosqichida shakllangan morfologik va sintaktik umumlashtirishlarga nazariy va amaliy tarzda ega boʻlish nazarda tutiladi.

Orfografik nuqtai nazardan toʻgʻri yozma nutqqa ega boʻlish noverbal psixik funktsiyalar va jarayonlarning zarur darajada rivojlanishiga bogʻliq boʻladi.

R.E.Levina oʻz tadqiqotlarining natijalarida koʻrsatishicha, diqqatning yetarli darajada taqsimlanmaslik holati orfografik hatolar miqdori bilan mutanosiblikda keladi, oʻz navbatida bu hatolar qatoriga: antitsipatsiyalar, pereveratsiyalar kiradi.

I.V.Prishepova L.I.Aydarova, N.N.Algazina, D.N.Bogoyavlenskiy, K.V.Komarov hamda oʻz tadqiqotlarini umumlashtirib tovush, harf, boʻgʻin, soʻz, ot, ularni tushlash kabi husnixat qoidalari asosini tashkil qiluvchi abstrakt grammatik tushunchalarni oʻzlashtirish jarayonlari analiz va sintez, taqqoslash, qiyoslash, umumlashtirish, tasniflash, bir xillik va farqlarni aniqlash, simulyatsiya

(bir paytning o'zida, yaxlit) va suksessiv (ketma-ket) analiz va sintezni amalga oshirish bilan bog'liq tafakkur operatsiyalari yordamida amalga oshadi.

Shunday ekan, nutqida nuqsoni bo'lgan bolalarni maktab talimiga tayyorlashning asosiy vazifalari bolalarni xalqning boy milliy, madaniy, tarixiy me'rosi va ma'naviy-axloqiy an'analari ruhida tarbiyalash, bolalarda milliy vatanparvarlik hislarini shakllantirish, maktabgacha yoshdagi bolalarda bilim olish ehtiyojini, o'qishga intilish moyilliklari ni shakllantirib, ularni muntazam ravishda ta'lim jarayoniga tayyorlash, bolalarning tafakkurini rivojlantirish, o'zining fikrini mustaqil va erkin ifodalash malakalarini shakllantirish, bolalarning jismoniy va ruhiy sog'ligini ta'minlashdan iborat

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