

**MAKTABGACHA YOSHDAGI RINOLALIK BOLALAR NUTQIDAGI
NUQSONLARNI BARTARAF ETISHDA LOGOPEDIK TA’SIR
O’TKAZISH METODLARI**

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Annotatsiya

Ushbu maqola orqali maktabgacha yoshdagi rinolalik bolalar nutqidagi nuqsonlarni bartaraf etishda logopedik ta’sir o’tkazish metodlari haqidagi bilimlarga ega bo’lish mumkin

Kalit so’zlar. Rinolaliya, amaliy metod, mashqlar, o’yin, didaktika, nutq, og’zaki metodlar, hikoya, muloqot.

Kishilar o’rtasidagi muomalaning asosiy vositasi nutq hisoblanadi. Inson nutq yordamida o’z fikrini, his-tuyg’ularini izhor etadi, hamda boshqalarning hissiyotlarini bilib oladi, xalqimizda shunday ibratili ibora bor: “Inson aqli farosati – uning nutqining aniqligida namoyon bo’ladi”.Nutq buzulishi esa muloqotning ma’lum bir holatda cheklanganligi, bunday hollarda bola shaxsini shakllanishiga salbiy ta’sir ko’rsatadi.

Logopedik amaliyotda rinolalik bolalar bilan olib boriladiga korreksion-logopedik ishlarda: amaliy, ko’rgazmali va og’zaki metodlardan foydalaniladi, u yoki bu metodni qo’llash nutqiy nuqson xususiyati bilan belgilanadi.

Amaliy metodlarga mashqlar, o’yin va modellash kiritiladi.

Mashqlar – bu berilgan amaliy va aqliy harakatlarning ma’lum ketma-ketlikda bola tomonidan takrorlanishidir. Artikulyatsiya va ovoz kamchiliklarini bartaraf etishda bunday mashqlar ishning samaradorligini oshirishga yordam beradi. Artikulyatsion mashqlarni doimiy ravishda bajarib turish, tovushni nutqqa quyish va to’g’ri talaffuz etish uchun zamin tayyorlaydi.

O’yinli mashqlar (masalan, harakatlarga taklid: utin yorish, daraxtlarning kimirlashi, ayikning yurishi va h.k.) foydalanish bolalarda yaxshi kayfiyatni uyg’otadi.

O'yin metodi - o'yin faoliyatini boshqa usullar ya'ni namoyish qilish, tushuntirish, savollar bilan birgalikda olib borishni nazarda tutiladi.

O'yin metodida asosiy, yetakchi rolni tarbiyachi o'ynaydi. U korreksion ishlarni vazifalari va bosqichlariga mos ravishda o'yin turini tanlaydi, rollarni bo'lib beradi va bolalarning faoliyatini faollashtiradi.

Maktabgacha yoshdagi bolalar bilan turli xil o'yinlar olib boriladi: ashulali, didaktik, harakatli, ijodiy, saxnalashtirilgan va h.k. Ularning kay tarika qo'llanishi korreksion ishning vazifalari va bosqichi, nutqiy nuqson tuzilishi, bolalarning yosh va individual-ruhiy xususiyatlari bilan belgilanadi.

Ko'rgazmali metodlar - bu bilim kunikma va malakalarni egallashda ko'rgazmali kurollar va texnik vositalar yordamida beriladigan ma'lumotlardir.

Ko'rgazmalardan foydalanish nutqiy materialni egallashni yengil-lashtiradi, nutqiy ko'nikma va malakalarni rivojlantirish uchun xizmat qiladi. Sezgi obrazlariga tayanish, nutqiy ko'nikma va malakalarni aniq, tushunarli qilib o'zlashtirishni ta'minlaydi, hamda logopedik ishning samaradorligini oshiradi.

Ko'rgazmali metodlarga kuzatish, rasmlarni ko'rish, maketlar, diafilm, kinofilmlarni ko'rish, magnitafonlarni eshitish, hamda topshirik namunasini, harakat usulini ko'rsatish kabilar qiradi.

Kuzatish - rasm, artikulyatsiya profili, maket, artikulyatsiya tovushlari, mashqlarni qo'llash va ko'rsatish bilan bog'liq.

Aytib utilgan ko'llanmalardan foydalanish, bolalar tasavvurini kengaytirish, bilish faoliyatini rivojlantirish va logopedik ishning samaradorligini oshirish imkonini beradi.

Ko'rgazmali vositalar qo'yidagi talablarga javob berishi kerak:

- 1) hammaga yaxshi ko'rinishi;
- 2) bolaning individual-ruhiy va yosh xususiyatlarini hisobga olib tanlanishi;
- 3) korrektsiyalash davridagi ma'lum bosqich vazifalariga mos logopedik ishlarni tanlash;
- 4) aniq va tushunarli nutq bilan izohlanishi.

Ko'rgazmalardan foydalanish ma'lum maqsadga qaratilgan bo'lishi mumkin: sensor sohadagi kamchiliklarni korrektsiyalash (rang, shakl, kattaliklar va h.k. haqidagi tasavvurlar), fonematik idroqni rivojlantirish (rasmlarda ma'lum bir tovush ishtirok etgan so'zni topish), tovush analizi va sintezini rivojlantirish (syujetli ramslardan nomida 5 ta tovush ishtirok etgan rasmni topish), tovushning

to'g'ri talaffuzini mustahkamlash, lug'at boyligi, nutqning grammatik tuzilishi, bog'langan nutq ustida ishlash (syujetli rasmlar asosida hikoya tuzish).

Magnitofon, plastinkadagi ovozlarni taqrorlash logoped bilan birgalikda suhbat bilan olib boriladi. Bolalarning nutqi yozilgan magnitafon lentalarini tahlil qilish, nuqsonlarni ajratib olish, korrektsi-on ish bosqichlaridagi nutqni solishtirish uchun xizmat qiladi va ishning samaradorligini oshiradi.

Diafil'm, kinofil'mlardan tovushlarni nutqda mustahkamlash, hikoya, suhbat qilish jarayonida hamda bog'langan va tushunarli nutq qo'nikmalarini rivojlantirishda, duduklanishni bartaraf etishda foydalaniladi.

Logopedik ishda **og'zaki metodlardan** bolaning yosh xususiyatlari, nutqiy nuqson tuzilishi, korrektsion ta'sirning maqsadi, vazifasi, bosqichini hisobga olgan holda foydalaniladi.

Maktabgacha yoshdagi bolalar bilan olib boriladigan ishda og'zaki metodlar, amaliy va ko'rgazmali metodlar bilan birgalikda olib boriladi.

Maktab yoshidagi bolalar bilan ishlashda asosan og'zaki metodlarga tayaniladi. Misol uchun, duduklanishni bartaraf etishda o'qilgan kitob, ma'ruza, yod olingan she'r, o'qiganini hikoya qilish, shaxsiy tajribalarini gapirib berish xususida suhbatlar o'tkaziladi.

Og'zaki metodlarning asosiy shakllari bu – hikoya, suhbat va o'qish.

Hikoya – bu ta'limning shunday shakli, bunda har qanday bayon ta'riflovchi harakterga ega bo'ladi. Undan bolalarda biron voqea, hodisa haqida tasavvurlarni hosil qilish, namunali nutqni eshittirish, bolalarni keyingi mustaqil ishlarga tayyorlash, lug'atni boyitish, nutqning grammatik shakllarini mustahkamlash maqsadida foydalaniladi.

Didaktik vazifalarning xususiyatlariga qarab tayyorlov, xulosalovchi, umumlashtiruvchi suhbatlar qo'llaniladi. Tayyorgarlik suhbatlari jarayonida logopedik bolalarning bilimlarini aniqlaydi, yangi mavzuni o'zlashtirish uchun ko'rsatma beradi. Misol uchun, *sh-s* tovushlari differentsiatsiyasida tayyorgarlik suhbatlari davrida *sh* hamda *s* tovushlari ajratiladi, ularning artikulyatsiyasi aniqlashtiriladi. So'ngra tovushlar solishtiriladi, mavjud bilimlar umumlashtiriladi. Xulosalovchi suhbatda nutqiy ko'nikma va malakalar differentsiatsiyalashtiriladi va mustahkamlanadi.

Har qanday metoddan rinolalik bolaning yosh xususiyatlari, nutq nuqsonlarining tuzilishi, korrektsion ta'sirning maqsadi va vazifasi inobatga olgan holda

foydalaniladi. Bolalarning nutq rejimi ular tomonidan zarur nutq mashqlarini tanlab olishni, ular tomonidan to'g'ri nutq talablarini, turli sharoitlarda to'g'ri nutq ko'nikmalarini mashq qildirilishini nazarda tutadi.

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