

**ZAIF ESHITUVCHI O‘QUVCHILARNI KOGNITIV VA NUTQIY
MALAKASINI RIVOJLANTIRISH XUSUSIYATLARI**

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Annotasiya:

Ushbu maqolada zaif eshituvchi o‘quvchilarni kognitiv va nutqiy malakasini rivojlantirish xususiyatlari va eshitishidanoqsoni bo‘lgan bolalarda og‘zaki va yozma nutq shakllanishi bo‘yicha horijda olib borilayotgan ilmiy izlanishlar borasidagi fikrlar yoritilgan.

Kalit so‘zlar: kognitiv, maxsus ta‘lim, karlik, zaif eshitish, o‘qish, yozuv, faollashtirish, ilmiy izlanishlar, nutq, yozma nutq

Hozirgi kunda zamonaviy, har tomonlama komil, bilimdon, ishbilarmon yoshlarning kamol topishini ta‘minlash maktab, oila va jamoatchilik tomonidan yoshlarga kuchli e‘tibor, yetarlicha keng bilim berishni talab etadi. Bu masala o‘z kelayotgan yosh avlodning o‘z ona tilini mukammal egallashisiz hal bo‘lmaydi. Ana shu avlodning to‘laqonli a‘zosi sifatida kar bolalar ham jamiyat rivojlanishida o‘z o‘rniga egadir. Ularning tilni egallashi sog‘lom tengdoshlariga nisbatan o‘ziga xos kechadi. Bu o‘ziga xoslik mazkur bolalarning nutqiy va umumiy rivojlanishiga ta‘sir etadi. Ushbu cheklanganlik kar bolalarga ona tilini o‘rgatishda maxsus pedagogik, psixologik yondashishni, xususan, tilga maxsus o‘rgatishni tashkil qilishni talab qiladi. Eshitishning buzilishi aksariyat hollarda nutqsizlik, mazkur nuqson tufayli og‘ir nutq buzilishlari yoki umumiy nutq rivojlanmasligiga olib keladi. Kar bolada umumiy rivojlanish bilan bog‘liq holda nutqning shakllanishi ham o‘ziga xos kechadi. Sog‘lom bolada nutq shakllanishining ilk davridagi kabi, kar bolada ham ovoz, un chiqarishlar sodir bo‘ladi. Tug‘ma kar bo‘lgan bolalarda ham gu-gulash, yig‘lash xususiyatlari bo‘lib, bular xuddi sog‘lom bolalardagidek tashqi yoki ichki muhitdan keladigan signallar–ochlik, tashnalik, sovuq, issiqqa bog‘liq bo‘ladi. Kar bolada eshitish idrokining nuqsonliligi tufayli o‘z-o‘zidan tashqi muhit bilan bog‘lanish vazifasini uning teri, ta‘m, hid bilish, ko‘rish orqali sezish imkoniyati bajara boshlaydi. Kar bola 3-4 oylik bo‘lganda havo to‘lqinlari (vibratsiya)ni sezishi

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kuzatila boshlaydi. Bunda kar bola havo to‘lqinlarining tebranishi-vibratsiyani his qilishi orqali atrofdagilarni «eshitadi». qaysi tomondan to‘lqinning kelishi bilan bog‘liq holda ko‘z qorachig‘i, bosh harakatlarini amalga oshiradi. Kar bolaning nuqsoni ko‘pincha 6 oylik, ya‘ni o‘yinchoqlarga intilish, ulardan chiqayotgan ovozlarni farqlash, ovoz manbai tomonga qarashning sustligi yoki yuqligidan aniqlanadi. Agar nuqson qanchalik erta aniqlanib, to‘g‘ri tashxis qo‘yilib, kar bolaga e‘tibor maxsus tashkil etilsa, nuqsonni bartaraf etish, bilinmaydigan holatga keltirish imkoniyati keng bo‘ladi. Aksincha bo‘lsa, ruhiy, jismoniy va ular bilan bog‘liq holda aqliy rivojlanishi orqada qoladi, ya‘ni bola ijtimoiy muhitdan cheklangan holda rivojlanadi. Bunda ota–ona va yaqinlarining e‘tibori qanchalik kuchli bo‘lmasin, maxsus yondashuv tashkil etilmas ekan, bolaning umumiy rivojlanishi orqada qolaveradi. Chunki eshitish idrokining vazifalari nihoyatda muhimdir. Kar bola nafaqat oddiy nutqiy tovushlarni, balki nonutqiy tovushlarni ham qabul qila olmaydi, qabul qilsa ham farqlay olmaydi. Shu bilan birga kar bola ovoqli, so‘zli nutq mavjudligini, ular inson faoliyatini tashkil etishini, boshqarishini ham anglamaydilar. Natijada ular boshqalarning so‘zlarini eshitmagach, o‘zlari ham so‘zlarni talaffuz etishdek, gapirishdek oliy-ijtimoiy ne‘matlardan bahramand bo‘la olmaydilar. Demak karlik juda chuqur insoniy sifatlarning shakllanishiga salbiy ta‘sirini berganligi bois, kar bola jamiyatdan ajralib qolishi mumkin. Bola ko‘rib, ta‘m, hid bilib, teri orqali sezib yashasa-da, bu harakatlar yashash uchun yetarli bo‘lmagan tizimiga mosdir. Kar va zaif eshituvchi bolada nutqning shakllanish mexanizmini aniqlash uchun ichki nutq mohiyatini anglash muhimdir. Ichki nutq rus olimlarining tadqiqotlarida quyidagicha ta‘riflanadi: ichki nutq fikrning iqtisodiy ta‘minoti, inson ongi va aqliy faoliyati mexanizmi, nazariy va amaliy faoliyatni rejalashtirish demakdir “Aynan eshitish va nutqiy sezish ichki nutqning hosil bo‘lishi uchun asosdir, "o‘zgalar uchun nutqdan o‘zi uchun nutq" hosil bo‘ladi"-deb ta‘kidlaydi A.S.Vigotskiy. Ushbu ma‘lumotlar, ya‘ni ilmiy qarashlar kar bolalarni tilga o‘qitishda o‘z o‘rniga ega. Bunda ichki nutq mexanizmining xususiyatlari uning eshitish qobiliyati nuqsonliligidagi o‘ziga xosligini aniqlashga imkon yaratadi. Bolada mantiqiy tafakkurning rivojlanishi uchun yetakchi va asosiy omil eshitish idrokining rivojlanishi hisoblanadi. Fikrni nutq orqali ifoda etishda ichki nutqning ahamiyatini ochib berish bo‘yicha qator olimlar tadqiqot qilganlar. Ushbu tadqiqotlardan biz uchun muhim umumiy holatni keltiramiz, ya‘ni ichki nutq

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natijasida fikr qurilmasi paydo bo‘ladi. Pirovardida u yoyiq nutqiy ifodaga aylanib qo‘llaniladi. Maktabgacha yoshdagi eshitishda nuqsoni bo‘lgan bolalarning jismoniy va ruhiy xususiyatlari XIX asr o‘rtalaridanoq pedagog va vrach-psixologlar e‘tiborini o‘ziga jalb etib kelgan. V.I.Fleri, F.A.Ostrogradskiy, I.M.Logovskiy, F.A.Rau kabi olimlarning ilmiy tadqiqotlarida eshitishda nuqsoni bo‘lgan bolalarning jismoniy va ruhiy xususiyatlarini o‘rganilgan. Ularning ilmiy ishlarida eshitishda nuqsoni bo‘lgan bolalarning ruhiy xususiyatlarini kuzatish va aniqlashga doir fikrlar beriladi. Xususan, V.I. Fleri eshitishda nuqsoni bo‘lgan bolalar harakat ko‘nikmalar xususiyatlarini ta‘riflab, noto‘g‘ri koordinatsiya, harakatlarning ishonchsizligi kuzatilishini ta‘kidlaydi. N.M. Logovskiy, eshitishda nuqsoni bo‘lgan bolalar eshitish idrokini faollashtirish va rivojlantirish mumkinligini e‘tirof etadi. Ushbu olim karlikda ruhiy rivojlanish buzilishini kompensatsiyasida ko‘ruv idrokining ahamiyatini alohida ta‘kidlaydi. L.S. Vygotskiy genetik tamoyillar tahlili asosida eshitishda nuqsoni bo‘lgan bolalar ruhiyatining xususiyatlarini yoritib beradi. Kar bolaning rivojlanishi ijtimoiy sharoiti psixologik yangi holatlar kuzatilishini asoslashini e‘tirof etadi. L. Vygotskiyning fikr-mulohazalari maxsus pedagogikaning rivojiga katta hissa qo‘shdi, rivojlanishida nuqsoni mavjud bolalarni tabaqalab o‘qitish muammolariga o‘zgacha qarash imkonini beradi. Uning nazariy ta‘limoti eshitishda nuqsoni bo‘lgan bolalarni kompensator imkoniyatlarini tadqiq etuvchi eksperimental psixologik tadqiqotlarga stimulus sharoitida ta‘sir etgan. L.S. Vygotskiy safdoshlari L.K. Zankov va Sh.M. Solovev rivojlanishida nuqsoni mavjud xususan eshitishda nuqson bor bolalar idrokini xotirasi va nutqi rivojlanish xususiyatlarini o‘rganuvchi psixologik tadqiqotlar o‘tkazdilar va tadqiqot natijalarini jamladilar. 1930-40 yilda eshitishda nuqsoni bo‘lgan bolalar bilish faoliyatini o‘rganuvchi qator tadqiqotlar o‘tkazildi, xususan K.I. Veresotskaya eshitishda nuqsoni bo‘lgan bolalarni predmetlarni idrok etish, L.V.Zonkov va D.R. Mayns ko‘rgazmali materialni eslab qolish malakasini, M.M.Nudelman kar bolalar tassavurlarini, Z.S. Beyn ko‘ruv idrokini konstantligini, N.I.Shif eshitishda nuqsoni bo‘lgan bolalarni ranglarni idrok etish xususiyatlari, M.E. Votsev kar bolalarni yozma nutqi va o‘qish malakalarini tadqiq etganlar. D.Plapinger va R.Kretchmerlar o‘z ilmiy ishlarida yoritib, eshitishda muammosi bo‘lgan bolalar bilan onalarning muloqot shakli, muloqot uchun shart –sharoitlar o‘rganiladi. Tadqiqot natijasiga ko‘ra kitob bilan

ishlash,kesma rasmlar bilan o‘yin davomida onalarning ixtiyoriga muvofiq muloqotga kirishilganligi,ovqatlanish,cho‘milishga ehtiyoj natijasida bolalar tomonidan muloqotga kirishish qo‘llanilganligi aniqlangan¹.Eshituvchi ona va kar bola muloqotini o‘rganishda kuzatish metodini qo‘llashga doir Amerika psixologlarining tadqiqotini keltirish mumkin. Kuzatish metodining amaliy ahamiyatini amerikalik olimlardan D.Plapinger va R.Kretchmerlar o‘z ilmiy ishlarida yoritib,eshitishda muammosi bo‘lgan bolalar bilan onalarning muloqot shakli ,muloqot uchun shart –sharoitlar o‘rganiladi. Ular 13 oy mobaynida turli sharoitda ona va bola o‘zaro munosabatini video registratsiya yordamida kuzatganlar.

Olimlarni quyidagi ko‘rsatkichlar bilan qiziqqanlar: kimning tashabbusi bo‘yicha muloqotga kirishildi, nutqiy muloqot doirasi va xususiyatlari qay tarzda amalga oshdi (gap turi so‘rov, undov, buyruq, his-hayajon). Olimlar ba’zi sharoitlardagi muloqotda ona tashabbuskor bo‘lganini (kitob o‘qish, kesma alifbo bilan ishlash) holda amalga oshgan. Bola tashabbuskor bo‘lgan holatlarni ham (o‘yinchoq o‘ynash) ko‘zatganlar. Turli sharoitlarda muloqot miqdor va sifat jihatdan farqlangan holatlari namoyon bo‘ldi. Kar bolada eshituv sezgisi va idrokini yo‘qolishi sababli ko‘ruv sezgisi va idroki asosiy o‘rin tuta boshlaydi. Kar bolaning ko‘ruv analizatori atrofdagi olamni anglashda asosiy ahamiyatga ega bo‘ladi. Eshitishda nuqsoni bo‘lgan bolalardagi ko‘ruv sezgi va idroki eshituvchi bolalar darajasida bo‘lish L.V.Zankov, I.M. Solovev, K.I. Veresotskoy, tadqiqotlarida dalillangan. Xattoki, eshitishda nuqsoni bo‘lgan bolalarda ko‘ruv sezgisi va idroki faollashtirilishi haqida ma’lumot berilgan. Shu sababli eshitishda nuqsoni bo‘lgan bolalar eshituvchi bola ahamiyat bermaydigan tashqi olam xususiyatlari va nozikliklariga ahamiyat beradi. Eshituvchi bolalar karlarga nisbatan yashil, siyoxrang, qizil, sabzi ranglar ko‘p almashtiradilar. Eshitishda nuqsoni bo‘lgan bolalar ranglarni nozik farqlaydilar. L.V.Zankov va I.M. Solovev ta’kidlashicha, eshitishda nuqsoni bo‘lgan bolalar chizgan rasmlarda, eshituvchi bolalar chizgan rasmlarga nisbatan ko‘p detal va qismlarni qamrab olgan bo‘ladi. Kar va eshituvchi bolalar rasmlari taqqoslanganda eshituvchi bolalar rasmlarida predmetlarning muhim qismlarini tasvirlarda mavjud emasligi ko‘rinadi. Eshitishda nuqsoni bo‘lgan bolalar rasmlarida bunday kamchiliklar kam bo‘ladi,

lekin ular fazoviy munosabatlar ifodalangan rasmlarni qiyinchilik bilan chizadilar. L.V.Zankov va I.M.Soloviy ta'kidlashicha ko'ruv idroki jarayonida eshitishda nuqsoni bo'lgan bolalar eshituvchilarga nisbatan predmetning qo'shimcha detallariga ko'p ahamiyat beradilar. Shu sababi, eshitishda nuqsoni bo'lgan bolalarda idrokning analitik tipii sintetik tipidan ustun turadi, deb ko'rsatish mumkin. I.M.Soloviy bu holat eshitishda nuqsoni bo'lgan bolalarda eshituvchi bolalarga nisbatan ko'ruv sezgisi ustun degan xulosaga olib kelmaydi, deb e'tirof etadi. Eshitishda nuqsoni bo'lgan bolalarning nutqi shakllanishida ko'ruv idroki katta ahamiyatga egadir. Eshituvchi bola eshituv va ko'ruv sezgisi va idrokiga tayanib, gapirishni o'rganadi. Nutqi mavjud bo'lmagan eshitishda nuqsoni bo'lgan bolalar ta'limning boshlang'ich bosqichlarida idrok etilganini umumlashtirish va sintezlashda, tasniflashda qiyinchilik sezadilar. Bu rang va predmet tushunchasi bola idrokida yetarli darajada taqsimlanmaganligidan dalolat beradi. Bunday differensial va taqsimlash eshitishda nuqsoni bo'lgan bola nutq egallaganida, uning nutqida predmet va sezgi ma'nosini ifodalovchi so'zlar uning lug'atida shakllanganida imkon tug'iladi.

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