

**MAKTABGACHA YOSHDAGI ZAIF ESHITUVCHI BOLALAR
NUTQINI RIVOJLANTIRISHNING SAMARALI YO'LLARI**

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Annotatsiya: ushbu maqolada maktabgacha yoshdagi zaif eshituvchi bolalarni nutqida uchraydigan nuqsonlar va ularni korreksiyalash usullari hamda zaif eshituvchi bolalar nutqini rivojlantirish borasida ilmiy-tadqiqot olib brogan olimlar hususida so'z yuritiladi.

Kalit so'zlar: zaif eshituvchi bola, pedagog, nutq, og'zaki, yozma, maxsus muassasa, kommunikativ.

O'zbekiston Respublikasidagi mustaqillik odimlari tufayli ijtimoiy, iqtisodiy, ma'naviy, o'zgarishlar yuz bermoqda. Jamiyat taraqqiyotining hozirgi bosqichda ta'lim samaradorligiga erishish ustuvor vazifa qilib qo'yilmoqda. Barcha sohalarda jadal sur'atlarda rivojlanish kuzatilmoqda, ta'lim sohasi ham bundan mustasno emas albatta. So'nggi yillarda maxsus pedagogika sohasida ham juda ko'p ishlar amlga oshirilmoqda. Buni yaqqol misoli sifatida hukumatimiz tomonidan olib borilayotgan soha rivoji uchun amalga oshirilayotgan ishlar, hamda qabul qilinayotgan qaror va loyihalarni misol qilishimiz mumkin.

2017-yil 1-dekabrda “Nogironligi bo'lgan shaxslarni davlat tomonidan qo'llab quvvatlash tizimini tubdan takomillashtirish chora tadbirlari to'g'risida”gi PQ-5270-sonli Farmon qabul qilindi. Mazkur chora- tadbirlar aholining ijtmoiy muhofazasini kuchaytirishga, xususan kam ta'minlangan oilalar, nogironlar, maxsus yordamga muhtoj bolalarni moddiy-ma'naviy qo'llab-quvvatlash maqsadini ko'zlaydi. [1]

Albatta, qabul qilinayotgan bu qaror va amalga oshirilayotgan ishlarning zamirida faqat bir maqsad bor. Alohida yordamga muhtoj, ehtiyojmand yoki nogironligi bo'lgan shaxslarni ham, bu jamiyatda munosib o'rnilarini topishi va boshqalar bilan teng huquqli ekanliklarini his qilishlaridir. Biz ana shunday yordamga muhtoj bo'lgan zaif eshituvchi bolalar va ularda nutq rivojlanishidagi muammolar haqida to'xtalib o'tmoqchimiz. Ma'lumki nutq shaxslararo muloqot vositasi

hisoblanadi. Insonlar nutq orqali bir-birlari bilan aloqa qilishadi, fikr almashishadi va muammolarini hal qilishadi. Tasavvur qiling, agar sizning nutqingiz yo'qolib qolsa qanday ahvolga tushasiz? Albatta buni tassavur qilish mushkul. Shuni ham ta'kidlash lozimki, inson organlarining ishlashi bir-biri bilan uzviy bog'liq. Qaysidir organda muammo bo'lsa u boshqa bir organing ishlash faoliyatiga ta'sir ko'rsatmay qolmaydi. Eshitish qobiliyatining pasayishi bolaning rivojlanishiga juda salbiy ta'sir qiladi. Shuning uchun eshitish qobiliyatining buzilishi bolaning boshqalar bilan muloqot qilish qobiliyatini cheklaydi va uning hissiy idrok doirasini yomonlashtiradi.

Og'ir va doimiy eshitish qobiliyatining yo'qolishi nafaqat nutqni idrok etishni qiyinlashtiradi, balki muqarrar ravishda ifodali nutqning buzilishiga olib keladi, bu eshitish qobiliyatini yo'qotish darajasiga (daraja qanchalik og'ir bo'lsa, nutqning yomonlashishiga), boshlanish vaqtiga bog'liq.

Eshitish qobiliyatini yo'qotgan bolalar uchun nutqning barcha tarkibiy qismlarini kam rivojlanganligi odatiy holdir, bu eshitish qobiliyatining buzilishi bilan bevosita bog'liq. Bu buzilishlar uning barcha jihatlarini qamrab oladi. Shu bilan birga, eshitish qobiliyati zaif bolalarda nutq patologiyasining eshitish holatiga bevosita bog'liq bo'lmagan shakllari ham bo'lishi mumkin: duduqlanish, nutq tempining buzilishi, rinolaliya, optik disgrafiya va disleksiya, dizartriya, mexanik dislaliya, alaliya va boshqalar.[2]

Bolalar nutqining holati turli omillarga bog'liq. Ulardan asosiylari quyidagilardir:

- 1) eshitish qobiliyatini yo'qotish darajasi - bola qanchalik yomon eshitsa, u yomonroq gapiradi;
- 2) eshitish nuqsonining paydo bo'lish vaqti: agar eshitish 3 yildan keyin buzilgan bo'lsa. bolaning so'z boyligi, grammatik tuzilishi va ovozli talaffuzida kichik og'ishlar bilan frazeologik nutq bo'lishi mumkin. Agar eshitish qobiliyati maktab yoshida sodir bo'lgan bo'lsa, unda frazeologik nutqni yaxshi bilgan holda, xatolar asosan undoshlar, urg'usiz bo'g'inlarning noto'g'ri talaffuzi, bo'g'inlar va boshqalarda namoyon bo'ladi. Erta yoshda eshitish qobiliyatining pasayishi nutqning og'ir buzilishiga olib keladi;
- 3) bolaning eshitish qobiliyatini yo'qotishidan keyin rivojlanadigan sharoitlar, o'z vaqtida boshlangan mashg'ulotlar ishda eng katta samaradorlikni beradi;
- 4) eshitish qobiliyati zaif bolaning jismoniy va ruhiy holati - somatik zaiflashgan bo'ladi.

Erta yoshda nutqini yo'qotgan eshitish qobiliyati zaiflar uchun ko'p hollarda nutq tizimining barcha tarkibiy qismlari lug'at, grammatika va fonetikani rivojlanmaganligi xarakterlidir. So'zlarni quloq bilan idrok etishning pastligi lug'atning qashshoqlikka va buzilishiga, so'zlarning, hatto nutqda qo'llaniladigan ma'noning cheklanganligiga olib keladi.

Shunday qilib, noaniqlik, bir qator so'zlarning ma'nolarini kengaytirish bilan birga, bolaning lug'ati konkretlik bilan tavsiflanadi: umumlashtiruvchi tushunchalar deyarli yo'q. Butun ob'ekt va uning qismlari nomlari aralashtiriladi, narsa va harakatlarning nomlari almashtiriladi. Rasmiy so'zlarni va mavhum ma'noga ega so'zlarni o'zlashtirishi qiyin.

Eshitish qobiliyati zaif bolalarda nutqning grammatik tuzilishi xuddi shu yoshdagi normal rivojlanayotgan bolalarga xos darajada shakllanmagan. So'zlarni, ayniqsa, ularning oxiri, qo'shimchalari va prefikslarini eshitish orqali idrok etishning noto'g'riligi, so'zning grammatik shakllarini ajratib olishga, so'zlar orasidagi grammatik munosabatlarni o'zlashtirishga to'sqinlik qiladi. Qo'pol qoidabuzarliklar turli yo'llar bilan namoyon bo'ladi: faqat bir so'zli jummalarni qo'llashdan tortib, holatlar, umumiy, son, zamon kelishiklarida xatoliklarga ega bo'lgan batafsil iboralargacha, predlogli konstruktsiyalarni qo'llashda kuzatiladi. [3]

Bolalar so'zning urg'usiz boshlanishi yoki oxirgi qismini eshitmagan holda, ularni yo'q qiladilar yoki ularni buzilgan shaklda ishlatishadi.

Fonemik tizimning normal ishlashi, barcha nutq tovushlarini eshitish orqali aniq farqlash imkoniyatini va ular talaffuzining to'g'riligini nazarda tutadi. Erta orttirilgan eshitish qobiliyatini yo'qotish holatlarida, bu ikkala tomon ham normal shakllana olmaydi. Eshitish qobiliyati zaif odamlarda nutq tovushlarining farqlanishi, birinchi navbatda, ular qabul qiladigan tovush chastotalarining cheklangan diapazoni tufayli azoblanadi.

Eshitishda nuqsoni bo'lgan bolalarning tilini o'rgatishda hozirgi vaqtda kommunikativ-faoliyat tizimi qo'llaniladi, uning mohiyati nutqni aloqa vositasi sifatida shakllantirishdir. Aloqa tizimining nazariy va uslubiy asoslari 50-60-yillarda ishlab chiqilgan va eksperimental tasdiqlangan. S. A. Zykov va uning hamkorlari kar bolalar tilini o'rgatishning yaxlit didaktik tizimini yaratishga olib keldi.

Ushbu tizim doirasida olib borilgan qidiruv va kar maktabgacha yoshdagi bolalar nutqini rivojlantirishga yangi yondashuvlarni ishlab chiqish B. D. Korsunskaya tomonidan amalga oshirildi. Kar maktabgacha yoshdagi bolalar tilini o'rgatishning kommunikativ-faoliyat tizimini yanada rivojlantirish L.P.Noskova asarlarida mavjud.

Eshitish qobiliyati buzilgan maktabgacha yoshdagi bolalarning nutqini rivojlantirish ko'p qirrali jarayondir. Maktabgacha ta'lim muassasasida ham, oilada ham ushbu jarayonning turli jihatlarini ta'minlash uchun shart-sharoitlar yaratilishi kerak. Nutqni o'zlashtirishga, muloqotda haqiqiy foydalanishga ta'sir qiluvchi muhim omillardan biri bu bolalar bog'chasi guruhida va oilada eshitish-nutq muhitini tashkil etishdir.

Eshitish-nutq muhitini yaratish, nutqni idrok etish qobiliyati va nutqni rivojlantirish darajasidan qat'i nazar, eshitish qobiliyati buzilgan bola bilan doimiy asosli muloqotni olib borishni o'z ichiga oladi. Ushbu muhitni yaratish, birinchi navbatda, guruh o'qituvchilarini, maktabgacha ta'lim muassasasi xodimlarini, ota-onalarni va bola bilan doimiy muloqotga kirishadigan boshqa kattalarni o'z ichiga oladi.

Eshitish-nutq muhitini yaratishning asosiy shartlari quyidagilardan iborat:

- amaliy faoliyat jarayonida bolalar bilan motivatsiyalangan og'zaki muloqot;
- bolalarda og'zaki muloqotga bo'lgan ehtiyojni shakllantirish;
- bola nutqining barcha ko'rinishlarini saqlab qolish, bolalarni nutqdan faol foydalanishga undash;
- zaruriy shart sifatida qoldiq eshitishdan foydalanish og'zaki nutq va muloqotni shakllantirish;
- kattalar tomonidan bolalar nutqini nazorat qilish;
- kattalar nutqi uchun yagona talablarga rioya qilish.

Ushbu qoidalarining har biri ularni amalga oshirishga, mutaxassislar va ota-onalar faoliyatini muvofiqlashtirishga kundalik e'tiborni talab qiladi. Nutq muhiti nafaqat nutqni shakllantirish jarayonining tarkibiy qismi, balki bolalar nutqini rivojlantirish samaradorligi uchun amalga oshirilishi shartdir. Nutqni tayyorlashning navbatdagi turi - bu maxsus ta'lim bo'lib, u fonetik mashqlar paytida individual va musiqiy-ritmik mashg'ulotlarda, shuningdek, texnik vositalardan (nutq ko'nikmalarini shakllantirish uchun nutq terapiyasi zondlari) maxsus auditoriya xonasida ishlashni o'z ichiga oladi. Nutqni o'rgatish jarayonida

tovushlarni, ovoznini va nafasni sahnalashtirishning turli usullari qo'llaniladi. Masalan, eshitish va ko'rishga asoslangan taktil-vibratsiyali sezgilarga, o'qituvchi nutqiga taqlid qilishga tayanish. Mexanik usul mavjud bo'lib, unda karlar o'qituvchisi nutq organlariga ta'sir qiladi va shu bilan ularni harakatga keltiradi. Bunday mashq takrorlanganda, miya yarim korteksida kinestetik stimullar esga olinadi, ular nutq organlarining pozitsiyasi bilan bog'liq bo'lib, kelajakda bolaning o'zi kerakli tovushni chiqaradi.[4]

Shunday qilib, nutq va eshitish idrokining rivojlanishi bir vaqtning o'zida, birlikda sodir bo'ladi. Yuqorida aytib o'tilgandek, zaif eshituvchi bolalar nutqini rivojlantirishda ota-onalar, pedagoglar, maktab va maktabgacha ta'lim muassasasi, atrof-muhit muhim rol o'ynaydi. Ularning hamkorlikda ish olib borishi bola nutqi rivoji uchun yaxshi natijaga olib keladi.

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