INKLYUZIV TA’LIM SAMARADORLIGINI OSHIRISHDA OILA VA MAKTAB HAMKORLIGINI KUCHAYTIRISH IJTIMOIY-PEDAGOGIK MUAMMO SIFATIDA

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Annotatsiya:
Ushbu maqolada rivojlanishida nuqsoni bo‘lgan o‘quvchilarning o‘z-o‘ziga xizmat qilishga o‘rgatish, bu borada muayyan bilim va ko‘nikmalarni hosil qilish, bolaning mavjud aqliy, ruxiy, nutqiy va eshitish idroqini rivojlantirish, faoliyat ko‘rsata olish imkoniyatlarini o‘stirish haqida so’z boradi.

Kalit so’z: inklyuziv ta’lim, shaxs, kompleks tarbiya, rag’batlantirish, jazolash, suhbat, so’rovnoma, defektolog, integratsiya.

Avlodlarimiz bolani ota-ona halol mehnati orqali topganini yedirib-ichirish, ularni xush hulqli, mehnatsevar, insonparvar, vatanparvar, iymonli, e’tiqodli qilib tarbiyalash kabi masalalarga alohida e’tibor berganlar. Bolaning kelajakda shaxs sifatida shakllanib, komil inson bo‘lib yetishuvida, hayotda o‘z o‘rnini topib ketishida, uning qanday tarbiyalanganligi, madaniyati, ota-onasi bilan bo‘lgan o‘zaro munosabatlarining qanday tarzda kechganligi muhim ahamiyat kasb etadi. Shuning uchun ham insoniyat madaniyat tarixining ilk davridanoq oilada ota-onalarning farzand tarbiyasiga a’lohida e’tibor berib kelingan. Tarbiya va ta’lim o‘tmish pedagogik madaniyat haqida tushunchaga ega bo‘lish faqat o‘qituvchilar va tarbiyachilar, bo‘lajak pedagoglar uchungina emas, balki har bir kishi, shu jumladan, ota-onalar uchun ham foydalidir.
Rivojlanishida nuqsoni bo‘lgan o‘quvchilarning kompleks tarbiyasida, ya’ni korreksion tarbiyaviy vazifalarni bir tizimga solishda defektolog va ota-onalar hamkorligini to‘g‘ri yo‘lga qo‘yish katta ahamiyat kasb etadi.
Afsuski, rivojlanishida nuqsoni bo‘lgan o‘quvchilarning ota-onalari orasida qisman bo‘lsa-da farzandlari oldidagi majburiyatlariga loqayd bo‘lganlari ham

borligi, pedagogik savodxonlik yetishmagan ota-onalar ham borligi achinarli holdir. Maxsus pedagogika oldida mana shu kamchiliklarni tuzatish va bartaraf etish vazifalari ham turadi.

Rivojlanishida nuqsoni bo'lgan o'quvchi tarbiyasining o'ziga hosligi shundaki, u bolaning o'z-o'ziga xizmat qilishga o'rgatish, bu borada muayyan bilim va ko'nikmalarni hosil qilish, bolaning mavjud aqliy, ruxiy, nutqiy va eshitish idroqini rivojlantirish, faoliyat ko'rsata olish imkoniyatlarini o'stirish bilangina cheklanmaydi, balki nogiron bola ongida ota-onalariga nisbatan qon-qarindoshlik hislatlarini singdirib mustahkamlab, bolalar shaxsining umumiy va hissiy rivojlanishini ham ta'minlab beradi va pirovard natijada bolaning aqliy, ahloqiy takomilida yaxshi natijalarga erishish imkonini yaratadi.

Shu sababli bolalarni har tomonlama kompleks korreksion tarbiyalashda ko'rgazmalilik va qo'llanayotgan vositalarning turli-tumanligi va qiziqarliligi bilan bir qatorda, bola avvalam bor tarbiyachining va, ayniqsa, ota-onaning mehrini sezib turishi kerak. Bu ishda xulk, odobga doir tadbirlarni bolaga to'g'ri o'rgatish, maslahat berish va nasihat qilish, kattalar tajribasiga amal qilishga undashdan ko'ra (bu tarbiya vositalarining roli va o'rnini kamsitmagan holda), oilaning turmush tarzi, ma'naviy-ruhiy muhiti, bola kuzatishi mumkin bo'lgan o'zaro munosabatlar, ota-onalarning kasb-hunari asosiy vazifani o'taydi.

Oilada rivojlanishida nuqsoni bo'lgan o'quvchilarni tarbiyalashning murakkabligi shundaki, har bir oila o'ziga hos olam, jamiyatning o'ziga hos kichik uyushmasi bo'lib, nogiron farzand tarbiyasi ishida o'ziga xos xususiyatlarni namoyon qiladi. Ana shuning uchun ham oilada nogiron farzand tarbiyasining shakl va uslublarini umumlashtirish va unga oid tavsiyalar berishda imkon qadar shularni inobatga olgan holda yondoshish bizning tadqiqotimizning maqsad va vazifalaridir. Rivojlanishida nuqsoni bo'lgan o'quvchilarning bilan korreksion ish olib borishda ota-onalar qanchalik bilimli, ma'naviy boy, sabrli, e'tiqodli va pedagogik savodxon bo'lsalar, shu darajada nogiron farzandlarini tarbiyalashga to'g'ri yondoshadilar. Ammo buning o'zi kifoya qilmaydi, chunki pedagogik savodxonlikka ega bo'lmay turib, maxsus pedagogika usullari va vositalaridan xabardor bo'lmay turib, rivojlanishidanuqsoni bo'lgan o'quvchilarning tarbiyasida tegishli natijalarga erishish qiyin. Aynan pedagogik savodxonlik ota-onalarga rivojlanishidanuqsoni bo'lgan o'quvchilarning o'z-o'ziga xizmat qilishga o'rgatishda maslahat berish, ma'qullash, mukofotlash, jazolash, suhbat

va hikoya, fikr almashish kabi maxsus pedagogika usullaridan to'g'ri foydalanishga yordam beradiki, bu ota-onaning shaxsiy na'munasi, sabr-qanoati bilan qo'shilib, bolalarning oila va keyinchalik pedagogik muassasadagi jamoaviy hayotga, mehnat faoliyatiga kirishib ketishini ta'minlaydi. Rivojlanishida nuqsoni bo'lgan o'quvchilarning istak-xohishlariga diqqat bilan qarash, ularni birgalikda amalga oshirish korreksion tarbiyaviy ta'sir ko'rsatishning eng samarali usulidir. Agar rivojlanishida nuqsoni bo'lgan o'quvchilarning ota-onalari o'z farzandlarini o'z-o'ziga xizmat qilishiga, xar tomonlama rivojlantirishga o'ta qiziqish bilan munosabatda bo'lsalar, ular o'rtasida iliq do'stona munosabatlar qaror topadi. Rivojlanishidanuqsoni bo'lgan o'quvchilarning o'z ota-onalaridan o'zaro munosabatlar mezonlarini o'rganib, nima yaxshi-yu, nima yomon, nima foydali-yu va nima zararli ekanini bilib oladilar. Bundan tashqari, oilada ota-onaning farzandiga nisbatan e'tibori, mehr-muhabbati ularni bir-birlari bilan birlashtirib turadi. Agar ota-ona pedagogik savodxon, madaniy saviyasi boy bo'lsa, rivojlanishida nuqsoni bo'lgan o'quvchilarni o'z kuchiga ishonishga, bilim olishga, rivojlantirishga, nutqini o'stirishga, atrofdagilar bilan to'g'ri munosabtni shakllantirishga, o'z-o'ziga hizmat qilishga, mehnatga qiziqtirib va farzandlarining qiziqishlarini so'ndirmay, aksincha ular bilan yaxshi munosabatda bo'lib, ularni ruhan o'stira oladilar, ularda o'zlariga ishonch uyg'ota oladilar.
Jamiyatimizning sog'lom farzandlari qatorida nogiron farzandlarning ham xush xulqli, pok, mehnatsevar va madaniyatli bo'lib o'sishidan jamiyat ham manfaatdordir. Shuning uchun, garchand oilaning o'zi bunga intilsa-da, jamiyat ham ota-ona zimmasiga ma'lum talab va majburiyatlarni yuklaydi. Bu yerda oila va jamiyatning hamkorlikdagi maqsadi va intilishlari o'zaro bir butunlikni tashkil etishi lozim. Buning uchun avvalam bor ota-onalarning maxsus pedagogika sohasidagi bilimlarini oshirish, bu bilimlarni eng chekka joylarda yashaydigan va shuning uchun maxsus muassasalar xizmatidan foydalana olish imkoniyati cheklangan ota-onalargacha yetakzish bugungi kunning dolzarb vazifalaridandir.

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