
**YORDAMCH MAKTAB TA'LIMIDA KOMPLEKS RIVOJLANTIRISH –
PEDAGOGIK, PSIXOLOGIK KORREKSIYA VOSITASI SIFATIDA**

Худойбердиева Раъно Араббоевна

Наманган давлат университети таълим менежменти кафедраси
стажор уқитувчи

Annotatsiya: Maqolaning tavsifi aqli zaif bolani ta'limida kompleks rivojlantirish – pedagogik, psixologik korreksiya vositasining ahamiyati, ta'lim jarayonida umumkorreksiyalash masalalarnig xal etilishi, to'garak ishlarning korreksion axamiyati hamda korreksiyalashni psixologik tomonini yoritishdan iborat.

Kalit so'zlar: kompleks rivojlantirish, pedagogik, psixologik korreksiya, shaxs faoliyati, to'garak, individuallik, motivatsion, xissiy – irodaviy, sensor aqliy tomon.

Aqli zaif bolani o'qitish jarayoni aloxida o'ziga kasblikka ega. Bular umumta'lim maktablariga qaraganda o'quv material murakkabli darajasining pastligi, o'qitish su'ratning sekinlashganligi, darsda o'quv yuklamalarining kamroq bo'lishi, ko'rgazma metodidan ko'p foydalanishida namoyon bo'ladi. Bundan tashkari aqli zaif bolalar ta'limning barcha jarayonlari uchun korreksionlash vazifasi xarakterlidir.

Korreksiyalash ishning zarurligi munozara, ammo uning mazmunini ancha murakkab bo'lib, bu malaka doimo diqqat talab etadi.

Korreksiyalashni psixologik tomoni. Korreksiyalash jarayoni normal va real faoliyat o'rtasidagi faqatgina bartaraf etish yoki kamaytirishga maqsadiga yo'naltiriladi. Korreksiyalash asosiy faqatgina xarakteri va kattaligini to'g'ri xisobga olish xamda buzilishlarni o'z vaqtida to'g'rilashdir. Shunday qilib korreksiya psixik va jismoniy nuqosnlarni xayot uchun zarur bo'lgan sifatlarini shakllantirish yo'li bilan bartaraf etish va uyushtirishdir.

Yordamchi maktab o'quvchilarning mustaqil xayot va mexnatga tayyorgarligi ko'pincha ularning yangi sharoitda xarakt qilish ko'nikmalarining xolati bilan aniqlanadi. Bunday ko'nikmalar asosida psixo – fiziologik individualag jarayonlari va eng avvalo faoliyatini ongli o'z – o'zini individuallash yotadi.

Aqli zaif bolalarda xarakatning soʻz orqali individualigini oʻrgatishga faqatgina tadqiqotlar A.R.Luriya, V.S.Lubovskiy va boshqalar tomonidan olib borilgan. V.S.Lubovskiy nuqtaiy boshqarishning 5 shaklini kiritgan. Bularga xarakat qilishga bevosita undamoq, mustaxkamlash, soʻz bilan ifodalash oʻz xarakatlarini umumlashtirish va ularni bajariladigan xarakatlarini rejalashtirish, oʻz – oʻzini boshqarishga xarakat qiladi.

Bir qator tadqiqotlar natijalarini umumlashtirish ongli oʻz – oʻzini individual qilish jarayonlarining buzilishlari aqli zaif oʻquvchilar faoliyatining asosiy oʻziga xosligidir deb koʻrsatishi mumkin. Bu nuqoslarni bartaraf etish yordamchi maktabda korreksion ishning asosiy vazifalaridan biri boʻlishi lozim.

Xozirgi zamon didaktikasi talim jarayonida oʻqitish, tarbiyalash va rivojlantirish funksiyalarini ajaratadi. Ular bir – biri bilan chambarchas bogʻliq boʻlib, bir – biridan kelib chiqadi. Oʻquv dasturlarida koʻrsatilgan bilim, malaka va koʻnikmalarini oʻzlashtirib olishni nazarda tutadi. Tarbiyalash – axloqiy, mexnat, estetik tushunchalarini eʼtiqod, ehtiyoj gʻoyalarini va axloqiy xulqini shakllantirishdir. Shu bilan birgalikda ikkala oʻquvchilarini rivojlantirish vazifasini xal etadi. Ularning natijasi oʻquvchilarning maʼmulotmi va tarbiyalilik shuningdek rivojlanganligi koʻrsatib boʻlib xizmat qiladi.

Taʼlim jarayonida umumkorreksiyalash masalalarini xal etilishi.

Rivojlantiruvchi taʼlimda bola shaxsi faoliyatining turli tomonlarini rivojlantirish vazifasi oʻqitish va tarbiyalash vazifalari bilan bir qatarga qoʻyiladi. Uni xal qilish uchun oʻquvchilarga shunday topshiriqlar beriladiki, ular rivojlantirishda samarali boʻladi. Yordamchi maktabda taʼlim jarayoni umumtaʼlim maktablarida koʻrsatilgan funksiyasi amalga oshiradi, ammo aqli zaif bolalarni oʻqitishda rivojlantiruvchi funktsiya aloxida ahamiyatga kasb etadi. Bu ayniqsa oʻquvchilarning ijtimoiy adaptatsiyasida bu funktsiya zarurdir. Agarda oʻqitish va tarbiyalash funksiyalari shakllangan maʼlum rivojlanish darajasida tayanish rivojlanish funktsiyasi esa bolaning oʻqitishdagi kirish xarakatlari uchun ichkisharoitni yaratadi. Uning rivojlanish zonasi bu shartlarga tayanib yangi materialni qamrab oladi va yuqoriroq darajaga boʻlgan dolzarb rivojlanish zonasiga oʻtadi.

Korreksiyalash ishning vazifalari birinchidan ularning shakllantirish, ikkinchidan rivojlanishdagi siljishlarining sezilarli boʻlmasligi bilan farqlanadi.

Korreksiyalash ishlari yuqorida ko'rsatilgandek, faoliyat boshqarish va faollashtirish jarayonlarni rivojlantirishga olib keladi.

Mexnat ta'limda bu avvalo umumlashgan o'quv va umummexnat ko'nikmalarini shakllantirish bo'lib, ular aniq ko'nikma, malaka va bilimlarga qaraganda bolaning rivojlanishi darajasini aks ettiradi.

Uummexnat ko'nikmalariga faoliyatning maqsadini shakllantirish esa uchun zarur bo'lgan ma'lumotlarini bilan bog'liq tajribasini dolzarblashtirish, o'quv topshiriqg'ini fikrida, xayolida bajarib ko'rish kiradi.

Topshiriqni amaliy bajarish jarayonida faoliyatni boshqarish va faollashtiruvchi komponentlari bo'lib o'z – o'zini nazorat qilish va o'z – o'zini baxolash, kechinmalar irodaviy xarakterlar xizmat qiladi. Shunday qilib, ta'limda korreksiya faoliyatning motivatsion, xissiy – irodaviy, sensor aqliy tomonlariga bola shaxsning ijobiy sifatlarini shakllantirishga qaratiladi. Mexnatga, yozuvga zarur solishga va jismoniy tarbiyalashga o'quvchi uchun o'quvchilarda shuningdek motorikasining nuqsonlarini korreksiyalash muximdir.

To'garak ishlarning korreksion ahamiyati. Mexnatga yo'naltirilgan to'garaklardagi o'quvchilarning ishlari ularning kasbiy dunyo qarashini kengaytirish ijodiy qobiliyatlarini rivojlantirish va ushbu ish dasturini qiziqishlarining rivojlantirish vositasi xisoblanadi. Yordamchi maktabda to'garak ishlarining pedagogik jihatdan samarali bo'lishining muxim va zarur sharti uning mexnat ta'limi darslarida o'quvchilarning o'quv ishlari mazmuni bilan doimiy bog'liq bo'lishdir.

To'garaklarni tashkil qilish va ularning yo'nalishlarini aniqlash mexnat ta'limining ixtisosligi o'quvchilarning imkoniyatlari, ularning u yoki bu faoliyatiga shuningdek ushbu to'garak ishni o'tkazishga o'qituvchining texnologik tayyorgarligidan kelib chiqadi. Xar bir mexnat ixtisosligi bo'yicha to'garaklar tashkil etilishi ma'qul.

Tikuvchilik ishlari bo'yicha “Yumshoq o'yinchoq”, “Badiiy kashta”; duradorgorlik ishlari bo'yicha “Yodgorliklar ustaxonasi”; chilangarlik ishlari bo'yicha “chilangar”;

Qishloq xo'jaligi ishlari bo'yicha “Yosh ”, “Yosh naturalist” ishlari bo'yicha “Moxir qo'llar ustaxonasi” kabi to'garaklar bo'lishi mumkin.

To'garaklardagi ish mazmuni bir – birini takrorlamasligi lozim.

To‘garak raxbarlari o‘quvchilar bilan birgalikda ma’lum bir vaqtga ish rejasini tuzadilar. Raxbar o‘quvchilarni tanlangan buyumlarni tayyorlashga qiziqtirishi kerak. Rejada xam ish usun zarur bo‘lgan ta’lim materiallarini yig‘ish, turli ko‘rgazma va ishlab chiqarish joylariga xiyobon va botanika bog‘lariga, va korxonalarga ekskursiyalar o‘tkazish nazarda tutiladi.

O‘quvchilarda to‘garak ishlariga qiziqish mashg‘ulotlar vaqtida uyg‘otshadi va rivojlantiriladi. Shuning uchun mashg‘ulotlarni shunday tarzda rejalashtirish va o‘tkazish lozimki, ularda o‘quvchilar yangi narsalarni bilib, amaliy ishlarning belgilangan qismini bajarishda ulgurib ularning buyumlari haqiqatan chiroyli bo‘lib barchaga yoqishi, vaziyat tinch va do‘stona, o‘quvchilar bir – birlari va to‘garak raxbarlari bilan aloqa qilishdagi erkinlikni ta’minlash kerak. Odatda to‘garak ishlari o‘quv yili davomida olib boriladi.

Xulosa qilib aytganda, korreksiyalash ishning maqsadi aqli zaif bolalarga xos bo‘lgan nuqsonlarni rivojlantirishning kompensator jarayonlarni rag‘batlantirish maxsus pedagogik vositalarni qo‘llash yo‘li bilan to‘g‘rilashdir. Bu bolaning nuqsoni yumshatish yo‘li orqali bartaraf etishning yangi ijobiy sifatlarini trabiyalash va rivojlantirishga imkon beradi.

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