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KICHIK MAKTAB YOSHIDAGI ZAIF ESHITUVCHI BOLALARNING DIALOGIK NUTQINI INDIVIDUAL DARSLARDA RIVOJLANTIRISHNING MAZMUNI

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Annotatsiya: Ushbu maqolada inson muloqotining ijtimoiy va shaxsiy rivojlanishdagi ro'li, kichik maktab yoshidagi zaif eshituvchi o'quvchilarning dialogik nutqining holati, zaif eshituvchi bolalarning dialogik nutqini rivojlantirish bosqichlari, dialogik nutqni yaratishdagi qiyinchiliklar tasvirlangan.

Kalit so'zlar: Zaif eshituvchi bola, dialog, muloqot, og'zaki nutq, individual dars, kommunikatsiya.

THE CONTENT OF THE DEVELOPMENT OF DIALOGICAL SPEECH OF EARLY SCHOOL-AGE CHILDREN WITH IMPAIRED HEARING IN INDIVIDUAL LESSONS

Annotation: This article describes the role of human communication in social and personal development, the status of dialogic speech of hearing-impaired students of junior school age, the stages of dialogic speech development of hearing-impaired children, and the difficulties in creating dialogic speech.

Key words: hearing-impaired child, interlocutor, communication, oral speech, individual lesson, communication.

Mamlakatimizda eshitishida nuqsoni bo'lgan boshlang'ich sinf o'quvchilarining sog'lom tengqurlari qatori milliy ruhda tarbiyalanishlari, aqliy, ma'naviy-axloqiy, jismoniy jihatdan kamol topishlari, jamiyatdagi ijtimoiy hayotga mustaqil, yetuk fuqarolik darajasida tayyor bo'lib yetishishlari masalalariga jiddiy e'tibor qaratilmoqda. Ushbu vazifalarni hal etishda so'zlashuv nutqi markaziy o'rinni egallaydi. L.S.Vigotskiyning ta'kidlashicha, bola tug'ilgan zahotiyoq ijtimoiy mavjudot hisoblanadi. Avvaliga, uni murakkab tizimli olam, uni to'laqonli a'zosi bo'ladigan jamiyat o'rab oladi.[1] Shunga bog'liq ravishda, bolani ijtimoylashuvda kommunikatsiyani rolini baholash juda qiyin. Insonda me'yoriy tizimdagi mavqeyini baholash, u tomonidan ijtimoiy-madaniy me'yorlar va qoidalarni o'zlashtirish, u yoki bu bilimlarni tashuvchi kommunikatsiya vositasi orqali amalga oshiriladi. Ta'lim jarayonida dialogik nutqni rivojlantirish zamonaviy ta'lim tizimining dolzarb vazifasidir. Bu bosqichda yangi texnologik

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yondashuvlar o'qituvchi va o'quvchini, eng avvalo, muloqotni o'tkazish qobiliyatiga qaratadi. Dialogik nutq qobiliyatlari kar va zaif eshituvchi bolalarni muloqot qobiliyatlarini, hayot va kasbiy muvaffaqiyat uchun o'zgaruvchan axborot dunyosiga tezda javob berish qobiliyatini ta'minlashi kerak. Eshitishda nuqsoni bo'lgan bola bu ko'nikmalarga ega bo'lishi uchun unga buni o'rgatish kerak. Bu zamonaviy korreksion maktablar uchun o'quv jarayonini tegishli tarzda tashkil etishni taqozo etadi.

Eshitish qobiliyati buzilgan bolalar muloqot qobiliyatining minimal darajasiga ega. Eshitish idrokini rivojlantirish va talaffuzni shakllantirish uchun sinfda Surdopedogog o'qituvchilar bolaga asosiy kommunikativ funksiyalarni o'rgatadi: -ijtimoiy javobga erishish, masalan, ismga munosabat, salomlashishga javob, rad etish qobiliyatini rivojlantirish;

-og'zaki va og'zaki bo'lmagan aloqa vositalaridan foydalangan holda so'rovlarni, talablarni ifoda etish qobiliyatini shakllantirish;

-atrofdagi ob'ektlarni, yaqin odamlarni, multfilm qahramonlarini nomlash, harakatlar tavsifi, shuningdek, o'tmish va kelajakdagi voqealarni tasvirlash qobiliyatini rivojlantirish;

-qiziqtirgan ma'lumotlarni olish uchun savollar berishni o'rgatish;

-xushmuomalalik ko'rsatish, boshqa odamlarga yordam berish, xafa bo'lganda ularni taskinlash va boshqalar orqali ijtimoiy xulq-atvor ko'nikmalarini o'rgatish;

-og'zaki dialog ko'nikmalarini shakllantirish: suhbatdosh bilan ma'lumot almashish, turli mavzularda muloqot qilish, shuningdek suhbatni davom ettirish;[2]

Eshitish idrokini rivojlantirish va talaffuzni shakllantirish uchun Surdopedogog o'qituvchilari sinfdagi muloqot ishtirokchilari o'rtasidagi o'zaro ta'sirning uchta turini ajratib ko'rsatishadi: qaramlik, hamkorlik, tenglik.

Zaif eshituvchi o'quvchilar boshlang'ich maktab yoshidagi suhbat ishtirokchilari o'rtasidagi o'zaro munosabatlarning bog'liq turini o'zlashtiradilar. Materialni tanlashda fanlararo aloqalar hisobga olinadi. Umumiy darslarida materialni o'rganish orqali amalga oshiriladi. Individual darslarda esa Surdopedogog faqat o'quvchi darsda o'zlashtirgan materialni oladi.

Zaif eshituvchi boshlang'ich sinflarda o'qitish dialogik nutqni rivojlantirishdan boshlanadi, chunki ular o'qituvchi va sinf o'rtasida va bolalar o'rtasida to'g'ridan-to'g'ri og'zaki muloqotni tashkil qilish uchun eng qulay va tabiiy jarayondir. Muloqotning asosiy xususiyati - suhbatdoshlar nutqining o'zgarishi, har bir keyingi mulohazalar oldingisiga bog'liq. Izohlar almashinuvi dastlabki muhokamasiz amalga oshiriladi va u yuzaga kelgan vaziyat bilan bevosita bog'liqdir. Muloqotga batafsil jumlar kerak emas, chunki uning mazmuni nafaqat vaziyat, balki intonatsiya, yuz ifodalari va imo-ishoralar bilan ham to'ldiriladi.

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Dialogik nutq faoliyat bilan bog'liq holda, kattalar va bolaning birgalikdagi faoliyatida tug'iladi. Nutqning murakkablashishi bolalarning kollektiv faoliyatining rivojlanishi bilan bog'liq holda yuzaga keladi. Suhbatni o'tkazish mahoratini oshirish uchun zaif eshituvchi bolalarga turli xil vaziyatlarni yaratishni o'rgatish muhimdir.[3]

A.G. Zikeev kommunikativ funksiyasiga qarab dialogik birliklarning 5 ta asosiy guruhini ajratib ko'rsatdi.

1. Savol - javob birligi.

- Qayoqqa boramiz?

- Teatrqa.

2. Savol - biror narsani tasdiqlash yoki rad etishni talab qiluvchi javob birligi

- Ko'chada qor yog'yaptimi?

- Yo'q, yog'mayapti.

3. Dialogik birliklar, jumladan xabar, savol va unga javob tariqasida yuzaga kelishi mumkin. Bunday dialogning paydo bo'lishi o'qituvchining dastlabki eslatmasi o'quvchilarni savol berishga undaydigan maxsus vaziyatni yaratishni talab qiladi.

- Kecha Javlon darsda yoq edi.

- Nega?

- U shifokorga bordi.

4. Dialogik birliklar, jumladan xabar va qarshi xabar ko'rinishida bo'ishi mumkin. Bu dialog qisqa, nutq dizaynining tejamkorligi bilan tavsiflanadi.

- Multfilm ko'rishni yaxshi ko'raman..

-Men esa yo'q.

5. Dialogik birliklar, shu jumladan harakat va javob motivatsiyasi.

Keling, shashka o'ynaymiz!

- Qachon?

- Hozir.

- Keling, o'ynaylik.

Nutqning kiritilishi va bunday dialogik birliklarning alohida rivojlanishi, vaziyatga qarab dialog, suhbat birlashtirishga asosiy tarkibiy qismlarni asta-sekin o'zlashtirishga yordam beradi.[4]

Zaif eshituvchi o'quvchilarning dialogik nutqini rivojlantirish uchun ma'lum bir og'zaki muloqot holatida va suhbatda yuzaga keladigan tayyor bo'lmagan dialog qo'llaniladi.

Suhbat - bu ma'lum bir mavzu va maqsad bilan boshqariladigan kengaytirilgan dialogning bir turi. Suhbat bolalarni savol berishga, o'rtoqlarining javoblarini to'ldirishga va aniqlashtirishga undaydigan turli xil faoliyatni, ko'rinishdan foydalanishni targ'ib qiladi.

Zamonaviy kommunikativ tilni o'rgatish zaif eshituvchi bolalarning dialogik nutqini rivojlantirish uchun asosiy narsa vaziyat, suhbat ishtirokchilarining

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faoliyati bilan bog'liqlidir. Maktab o'quv dasturi dialogik nutqni o'rgatishning mazmuni va ketma-ketligini belgilaydi, dastur o'quvchilarga nutqiy muloqotning besh turini o'rgatishni nazarda tutadi:

- 1) murojaatlarni tushunish va ko'rsatmalarni bajarish; iltimos, istak, motivatsiyani bildirish;
- 2) o'qituvchining ko'rsatmasi bo'yicha, shuningdek o'z xohishi bilan o'rtoqlarga (yoki boshqa shaxsga) murojaat qilish;
- 3) savollarga javob berish va savol berish;
- 4) bajarilgan va bajarishi kerak bolgan ishlar to'g'risida hisobot;
- 5) dialogda qatnashish.

Eshitish qobiliyati buzilgan kichik yoshdagi o'quvchilarda dialogik nutqni rivojlantirish turli didaktik o'yinlar jarayonida muvaffaqiyatli amalga oshirilishi mumkin. Bu borada, ayniqsa, taxmin qilish bilan bog'liq o'yinlar samarali hisoblanadi. Chunki ular bolalar uchun juda qiziqarli va katta faollikni keltirib chiqaradi. Ushbu o'yin davomida defektolog bolaga ma'lum bir tartibda savollar berishga o'rgatishi kerak:

- 1) kim muhokama qilinadi degan savol.
- 2) tashqi ko'rinish va yoshga oid savollar.
- 3) o'quv faoliyati, intizom va xarakter xususiyatlariga oid savollar.

Kichik yoshdagi o'quvchilarning dialogik nutqini rivojlantirishda mashqlar muhim o'rin tutadi. Mashqning qiziqarli turi - bu ma'lum bir vaziyat bo'yicha dialog tuzish. U insho va taqdimot ustida ishlash jarayonida amalga oshirilishi mumkin. Bu mavzu bo'yicha lug'atni faollashtirish va og'zaki va yozma shaklda dialogik nutqni to'g'ri tuzish ko'nikmalarini egallash imkonini beradi. Dialogik nutqni rivojlantirish mashqlari barcha darslarda va darsdan tashqari, maxsus vaziyatni yaratish yoki tabiiy vaziyatdan foydalangan holda amalga oshirilishi kerak. Og'zaki nutqni rivojlantirish bo'yicha ishlar asosan og'zaki tarzda amalga oshiriladi, barcha nutq materiallari eshitish-vizual ravishda idrok etilishi kerak.[5] Eshitishda nuqsoni bo'lgan kichik maktab o'quvchilarining so'zlashuv nutqi tengdoshlarining nutqidan farq qiladi va quyidagilarda namoyon bo'ladi:

- 1) savol-javob dialogiga moyillik;
- 2) dialog va suhbatda mavzuni rivojlantirish qobiliyatining pastligi;
- 3) suhbatdoshning xabardorligini to'liq hisobga olmaslik, gaplarni sintaktik tuzilmaning hajmi, leksik tarkibi jihatidan o'zgartira olmaslik;
- 4) takroriy takrorlash, (sozlarni qayta qayta takrorlash).

Muloqot ustida ishlash tayyorgarlik sinfida boshlanadi, bu erda individual savollar va ularga javoblar, alohida mulohazalar ustunlik qiladi. Eshitishda nuqsoni bo'lgan o'quvchilarning dialogik nutqini rivojlantirish bo'yicha ishlashning maxsus metodikasi va texnikasini bilish va mohirona qo'llash nutqning semantik tomonidagi ishlar bilan chambarchas bogliq holda nutqni yangi material bilan

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boyitadi, dialogik nutq ko'nikmalarini rivojlantiradi va takomillashtiradi, va lug'at va grammatik tuzilishni aniqlaydi, so'zlashuv va kundalik nutqni boyitadi.

Kuzatishlarimiz davomida shuni aytishimiz mumkinki :dialogik nutq ustida ishlashning samaradorligi ko'p jihatdan o'quvchilarning motivatsiyasi, ularning o'quv jarayoniga qiziqishi bilan belgilanadi. Ushbu mavzular bo'yicha dialoglarni ishlab chiqish zaif eshituvchi bolalarga sotuvchidan osongina nimadir so'rash, poezd chiptasini sotib olish va ma'lumot stolida kerakli manzilni topish imkonini beradi.

Demak, so'zlashuv nutqini rivojlantirish bo'yicha ish turlari va usullari xilma-xildir. Zaif eshituvchi bolalar o'rtasida nafaqat bir-biri bilan va o'qituvchi bilan, balki jamiyatdagi insonlar bilan ham aloqa o'rnatishga qaratilgan. Xulosa qilish mumkinki, so'zlashuv - dialogik nutqni rivojlantirish zaif eshituvchi bolalarni o'rgatishda muhim rol o'ynaydi, bu ularga jamiyatda muvaffaqiyatli moslashishga imkon beradi.

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