

BOLALARDAGI NUTQIY RIVOJLANISHNING BUZILISHLARI VA NUTQNING TO`LIQ RIVOJLANMAGANLIGI

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Annotatsiya: ushbu maqolada nutqi to‘liq rivojlanmaganligi, bolalarda nutq nuqsonlarining kechishining darajalari, nutq nuqsonlarini bola rivojlanishiga ta‘siri haqida ma‘lumotlar berilgan.

Kalit so‘zlar: etiopatogenez, genetik omil, nutwqi to‘liq rivojlanmaganligi, nutqsiz bola, ritm, temp, ohang, sur‘at

Nutqning birlamchi rivojlanmaganligini ta‘riflashga doir ko‘pgina ilmiy ishlar mavjud bo‘lib, ularning ko‘rsatishicha u eshitish, intellekt nuqsonlari va boshqa tashqi omillar ta‘siriga bog‘liq bo‘lmay, o‘zining mustaqil kelib chiqishiga ega. Biroq, hozirga qadar umum qabul qilingan ta‘rif mavjud bo‘lmay, uning mohiyati va mexanizmi haqidagi tasavvurlar xilma-xil.

Etiopatogenetik nuqtai nazardan nutqi rivojlanmagan bolalar turli xildagi guruhlarni tashkil etadi. Ba‘zi vaziyatlarda mazkur holat ko‘pincha genetik tabiatga ega bo‘lgan konstitusional xarakterga ega. Odatda bunday bolalardagi nuqsonning klinik manzarasi jiddiy psixopatologik belgilarga, ayniqsa psixoorganik belgilarga ega bo‘lmaydi. Boshqa bir holatlarda zararlanish belgilari, ya‘ni psixoorganik va boshqa psixopatologik belgilar yorqin namoyon bo‘ladi.

So‘nggi o‘n yilliklar davomida ingliz-amerika ilmiy adabiyotlarida «specific language impairment» - SLI (tilning o‘ziga xos buzilishi) terminini uchratish mumkin. Shu bois, tilning o‘ziga xos buzilishi bu nutqiy tizimning sekinlashgan rivojlanishi-mi (ya‘ni yetilmaganlik holati) yoki uning patologik rivojlanishimi? - degan savol tug‘iladi. G‘arb adabiyotida mazkur muammoga doir ikki xildagi qarashlar mavjud. Tadqiqotchilarning bir guruhi tilning o‘ziga xos buzilishini

rivojlanishning kechikishi, biroq mantiq va til imkoniyatlari shakllanishining qonuniyatlari nuqtai nazaridan normal rivojlanish sifatida tahlil etadilar (Leonard L Miller). Mualliflarning xulosalariga ko`ra nutqi rivojlanmagan bolalarda til egallashning shakllanishi tilning barcha bosqichlarida sekinlik bilan va bir vaqtning o`zida amalga oshadi. R.Ye.Levina tahriri ostida chop etilgan “Osnovi teorii i praktiki logopedii” nomli monografiyada bolalardagi nutqning rivojlanmaganligini o`rganishga bo`lgan psixologik- pedagogik yondashuvga asos solingan. R.Ye.Levina, N.A.Nikashina, L.F.Spirova, T.B.Filicheva, G.V.Chirkina, S.N.Shaxovskaya, A.V.Yastrebovaning tadqiqotlarida fonetik rivojlanmaganlik, fonetik-fonematik rivojlanmaganlik (FFR) va nutqning to`liq rivojlanmaganligi (Nutqi to`liq rivojlanmagan) singari nutqning rivojlanmaganlik shakllari ajratib ko`rsatilgan. Nutqning to`liq rivojlanmaganligi nutqiy patologiyaning shunday shakliki, bunda nutqiy tizimning barcha komponentlarining shakllanishi buzilgan bo`ladi.

R.YE.Levinaning fikriga ko`ra, nutqning to`liq rivojlanmaganligi mexanizmiga ko`ra turlicha bo`lgan buzilishlar guruhining jamlanmasidir.

Nutqning to`liq rivojlanmaganligi turli darajalarda namoyon bo`ladi. T.B.Filicheva nutqiy rivojlanishning IV darajasini ta`riflab bergan.

Nutqiy rivojlanishning I darajasi – umum qo`llaniladigan nutqning mavjud emasligi, jumlati nutqning (nutqsiz bolalar) mavjud emasligi bilan tavsiflanadi.

Mazkur darajadagi bolalar muloqot uchun sodda so`zlardan, tovushlarga bo`lgan taqlid, maishiy mazmundagi alohida ot va fe`llardan, sodda gap bo`laklaridan foydalanib, ularning tovush tarkibi noaniq va turg`un emas. Bola o`z “bayoni”ni mimika va imo-ishora bilan mustahkamlaydi. Mazkur bolalar uchun muloqot jarayonidagi nutqiy izlanishga bo`lgan katta tashabbuskorlik va o`z nutqiga bo`lgan tanqidiy munosabat xarakterli.

Nutqiy rivojlanishning II darajasida ‘ imo-ishora va sodda so`zlardan tashqari, buzilgan bo`lsada biroq doimiy umumqo`llaniladigan so`zlar paydo bo`ladi.

Bir vaqtning o'zida ba'zi grammatik shakllar farqlana boradi. Biroq mazkur jarayon turg'un bo'lmagan xarakterga ega bo'lib, nutqning qo'pol rivojlanmaganligi mazkur bolalarda yorqin ifodalanadi. Bolalar bayonlari odatda kambag'al bo'lib, bola idrok etayotgan predmet va harakatlarni sanab o'tish bilan chegaralanadi.

Maxsus korreksion ta'lim ta'sirida bolalar nutqiy rivojlanishning yangi III darajasiga o'tadilar. Mazkur daraja leksik-grammatik va fonetik-fonematik rivojlanmaganlik elementlariga ega bo'lgan keng jumlati nutqning mavjudligi bilan xarakterlanadi, bu esa bolalarning atrofdagilar bilan nutqiy muloqotini kengaytirish imkonini beradi.

Mazkur darajadagi bolalar atrofdagilar bilan muloqotga faqatgina ota-onalari, tarbiyachilar, ular nutqiga tegishli izohlarni kiritishga qodir kishilar ishtirokidagina kirishadilar.

Erkin muloqot juda murakkab kechadi. Bolalar to'g'ri talaffuz eta olgan tovushlar mustaqil nutqda yetarlicha aniq jaranglamaydi. Tovushlarning differentsiyalashmagan talaffuzi xarakterli bo'lib, bunda bir tovush bir vaqtning o'zida mazkur fonetik guruhga mansub ikki yoki bir necha tovushlar bilan almashtiriladi.

Endilikda mazkur bosqichda bolalar nutqning barcha qismlaridan foydalanadilar, sodda grammatik shakllarni to'g'ri qo'llaydilar, sodda yig'iq va sodda yoyiq gaplarni qurishga harakat qiladilar.

Bolaning talaffuz imkoniyatlari, turli bo'g'in tizimiga ega so'zlarni takrorlash imkoniyatlari yaxshilanadi. Bolalar ularning hayotiy tajribalaridan yaxshi tanish bo'lgan predmetlar, harakat, belgilar, sifat va holatlarni nomlashda qiynalmaydilar. Ular o'z oilalari haqida onsonlikcha so'zlab bera oladilar, qisqa hikoyani tuza oladilar. Og'zaki nutqiy muloqotda bolalar ular uchun qiyin bo'lgan so'zlar va iboralarni chetlab o'tishga harakat qiladilar.

Bolalar keng jumlati nutqdan foydalanishlariga qaramay ular o'zlarining normal nutqga ega tengdoshlariga qaraganda gaplarni mustaqil tuzishda katta qiyinchiliklarni sezadilar.

Nutqiy rivojlanishning III darajasiga ega bolalarda tovushlar talaffuzidagi barcha nuqsonlar kuzatiladi (sigmatizm, rotatsizm, lambdatsizm).

Logopedik ishlar davomida ko'pgina bolalarda nutqning to'liq rivojlanmaganligini bartaraf etish imkoni mavjud, lekin ba'zi holatlarda mazkur jarayon yetarlicha samarali kechmagan, bu esa nutqiy rivojlanishning IV darajasini ajratishni talab etdi.

T.B.Filicheva nutqiy rivojlanishning IV darajasini quyidagicha ta'riflagan – nutqning leksik-grammatik va fonetik-fonematik rivojlanmaganligining yorqin tarzda ifodalanmagan elementlariga ega keng jumlati nutq.

Nutqi to'liq rivojlanmagan bolalar uchun mo'ljallangan logopedik guruhlariga nutqning leksik-grammatik tomonlarining buzilishlariga ega, nutqiy rivojlanishning turli darajalariga ega bolalar qabul qilinadi.

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