

**RUXIY RIVOJLANISHI SUSTLASHGAN BOLALARNING
TAFAKKUR XUSUSIYATLARINI O'RGANISHNING NAZARIY
ASOSLARI**

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Annotatsiya: Mazkur maqolada ruxiy rivojlanishi sustlashgan bolalarning tafakkur hususiyatlari hamda ruxiy rivojlanishi sustlashgan bolalar tafakkur hususiyatlarini o'rgangan olimlar fikrlari keltirilgan. Ruhiy rivojlanishi sustlashgan o'quvchilarni fikr yuritish va xulosa chiqarish xususiyatlariga ko'ra qanday guruhlarga bo'linishi haqida ma'lumotlar keltirilgan.

Kalit so'zlar: tafakkur, aqli zaif, ko'rgazma-obrazli tafakkur, so'z-mantiq tafakkur, xotira, labirint metodikasi, nutq, taqqoslash, intellekt.

Аннотация: В данной статье изложены мнения ученых, изучавших особенности мышления детей с задержкой психического развития и особенности мышления детей с задержкой психического развития. Приведена информация о том, как студенты с задержкой психического развития распределяются на группы по особенностям мышления и умения делать выводы.

Ключевые слова: мышление, умственно отсталый, наглядно-образное мышление, словесно-логическое мышление, память, лабиринтный метод, речь, сравнение, интеллект.

Abstract: This article contains the opinions of scientists who have studied the characteristics of thinking of children with mental retardation and the characteristics of thinking of children with mental retardation. Information is given on how students with mental retardation are divided into groups according to the characteristics of thinking and drawing conclusions.

Key words: thinking, mentally retarded, visual-image thinking, verbal-logical thinking, memory, labyrinth method, speech, comparison, intelligence.

Ruhiy rivojlanishi sustlashgan bolalar tafakkurning o'ziga xos bo'lgan va uni aqli zaiflardan oson ajratishga imkon beradigan xususiyatlaridan biri, so'z-mantiq tafakkur bilan ko'rgazma-obrazli tafakkur turlarining o'zaro munosabati va rivojlanish darajalaridir (G.B.Shoumarov).

Ruhiy rivojlanishi sustlashgan o'quvchilarning so'z-mantiq tafakkuri yetarli rivojlanmagan bo'lib, ba'zi holatlarda ularni yengil darajadagi aqli zaiflardan farqlay olmaslik mumkin.

Ammo, ularning ko'rgazma-harakat va ko'rgazma-obrazli tafakkur turlari aqli zaiflardan keskin farq qilib, normal tengdoshlariga yaqinlashib boradi. Bu esa ularning bilish faolyatlarida katta rivojlanish imkoniyatlari mavjudligi va ularning bir qismi ma'lum ta'lim yillaridan keyin, maxsus ta'lim-tarbiya va davolash ishlari natijasida o'z normal tengdoshlariga yetib olishi mumkinligini ko'rsatadi.

Tafakkur turlarining bunday munosabati va notekisligi katta differensial diagnostik ahamiyatga egadir. Ma'lum obyektlarni tahlil qilganda ruhiy rivojlanishi sustlashgan o'quvchilar normal tengdoshlariga nisbatan kamroq, lekin aqli zaif bolalarga nisbatan ko'proq belgilarni aniqlaydilar. Lekin, shu bilan birga ularning tahlil jarayoni rejasiz ravishda bajarilganligi sababli obyektning ko'pgina qismlari tushirib qoldiriladi. Ammo, ularga o'qituvchi tomonidan ma'lum yordam berilganda, tahlil natijalarida keskin o'zgarish bo'lib, normal tengdoshlariga

yaqinlashadi. O'qituvchi tomonidan yordam berilganda, tahlil natijalarida keskin o'zgarish bo'lib, normal tengdoshlariga yaqinlashadi. O'qituvchi tomonidan yordam berilganda aqli zaif bolalarda ham ijobiy o'zgarishlar bo'lishi mumkin, ammo, bu o'zgarish ruhiy rivojlanishi sustlashgan o'quvchilardagidek katta bo'lmaydi. Bu esa ruhiy rivojlanishi sustlashgan o'quvchilarning o'z taraqqiyotlarida rivojlanishi mumkin bo'lgan imkoniyatlarga ega ekanligini, ular pedagogik yordamdan samarali foydalana olish mumkin ekanligini ko'rsatadi.

Ruhiy rivojlanishi sustlashgan o'quvchilarda tafakkur jarayonlari: tahlil – tavsifdan tashqari umumlashtirish, tasniflash, sistemalashtirish, taqqoslash darajalari jihatdan normal va aqli zaif o'quvchilar tafakkur jarayonlari orasida bo'ladi. Berilayotgan vazifa murakkablashgan sari ruhiy rivojlanishi sustlashgan o'quvchilarning tafakkur qilish saviyasi aqli zaif bolalarnikiga yaqinlashib boradi. tafakkurning boshlang'ich sinflardagi taraqqiyot dinamikasini o'rgangan, kuzatgan T.V.Yegorova boshlang'ich sinf oxiriga kelib, aksariyat holda ruhiy rivojlanishi sustlashgan o'quvchilar tafakkuri normal bolalar tafakkuri saviyasiga yaqinlashganligini ko'rsatadi. bu yaqinlashish ayniqsa, ruhiy rivojlanishi sustlashgan o'quvchilar tomonidan umumlashtirish va tasniflash jarayonlarida o'z ifodasini topadi.

Tafakkur xususiyatlarini tekshirishda, faqat vazifani bajarish natijalari emas, balki tafakkur qilish uslublariga ham alohida e'tibor berish kerak. ruhiy rivojlanishi sustlashgan o'quvchilar, aqli zaif o'quvchilarga nisbatan biron aqliy vazifani bajarayotganlarida birmuncha samaraliroq usullardan foydalanadilar. ruhiy rivojlanishi sustlashgan o'quvchilar ma'lum vazifalarni bajarish vaqtlarida aqli zaif o'quvchilardan sifat jihatdan farq qiladilar.

Masalan, lobirint metodikasiga (Veksler metodikasida XII subtest) ko'ra, tekshiriluvchi chiziqlarni kesib o'tmasdan, boshi berk burchaklarga kirmasdan labirintdan chiqishi lozim. Shu labirintlardan chiqishda bir xil vaqt sarflagan aqli zaif va ruhiy rivojlanishi sustlashgan o'quvchilarning bajarish uslubi taqqoslanadi.

ruhiy rivojlanishi sustlashgan o'quvchilarga nisbatan aqli zaif bolalar 2-marta ortiq xatolikka yo'l qo'yganlar.

Kichik maktab yoshidagi ruhiy rivojlanishi sustlashgan o'quvchilar tafakkurini rivojlanish darajasiga ko'ra 3 guruhga bo'lish mumkin (G'.B.Shoumarov, 1979-y.).

Diagnostik yo'nalishda I va III guruhdagi ruhiy rivojlanishi sustlashgan bolalar birmuncha murakkablikka ega. birinchi guruhdagi ruhiy rivojlanishi sustlashgan bolalarni pedagogik qarovsiz bolalardan ajratish qiyin. uchinchi guruhga kiradigan ruhiy rivojlanishi sustlashgan bolalarni esa yengil aqli zaif bolalardan farqlash qiyin. Bularning taraqqiyot darajasi, ruhiy rivojlanishining susayishi chuqur, yaqqol ko'zga tashlanib turganligi sababli aqli zaiflarga o'xshab ketadi.

I guruh ruhiy rivojlanishi sustlashgan o'quvchilar aqliy faoliyat bo'yicha normal darajaning quyi chegarasidan joy oladi.

III guruh ruhiy rivojlanishi sustlashgan o'quvchilar aqliy faoliyati bo'yicha normal daraja bilan aqli zaiflik darajasining oralig'ida bo'ladi.

Shulardan birinchi guruhdagi bolalarning asosiy qismi, boshlang'ich sinf yoshida normal o'quvchilarga tenglashib, maxsus maktabdan ommaviy maktabga o'tkazilishi va ommaviy maktabda ta'lim olishni davom ettirishlari mumkin.

III guruhga kiruvchi o'quvchilar ruhiy rivojlanishining sustligi nisbatan turg'un xarakterda bo'lganligi sababli, o'qishni maxsus maktablarda 8-sinfni bitirguncha davom ettiradilar.

1982-yildagi T.A.Strekalova tekshirishlari asosida ruhiy rivojlanishi sustlashgan o'quvchilarni fikr yuritish va xulosa chiqarish xususiyatlariga ko'ra 4 guruhga bo'lingan:

1) topshiriqlarni bajarish ko'rsatkichlariga ko'ra normal bolalarga yaqin bo'lgan bolalar;

2) turli vazifalarni bajarishda ma'lum qiyinchiliklarga uchraydigan, ammo mustaqil ishlay oladigan, yaxshi o'quvchilik qobiliyati bo'lgan bolalar;

3) topshiriqlarni bajarish ko'rsatkichlariga ko'ra, normal bolalardan bir muncha past, ammo aqli zaif bolalardan birmuncha yuqori ko'rsatkichlarga ega bo'lgan bolalar;

4) fikr yuritish va xulosa chiqarish xususiyatlariga ko'ra aqli zaiflarga yaqin bo'lgan bolalar.

T.A.Strekalova ma'lumotlariga ko'ra, ruhiy rivojlanishi sustlashgan bolalar ko'rgazma harakat tafakkur turining rivojiga ko'ra normal boladan kam farq qiladi. Ko'rgazmali – obraz tafakkur turi darajasi bo'yicha normal bolalar bilan aqli zaif bolalar oralig'idagi darajani egalaydi.

Ruhiy rivojlanishi sustlashgan bolalar tafakkuriga oid ilmiy izlanishlarni tahlil qiladigan bo'lsak, ruhiy rivojlanishi sustlashgan bolalar tafakkurining quyidagi xususiyatlari mavjud:

- So'z – mantiq tafakkur turining quyi darajadali bilan, nisbatan saqlangan ko'rgazma – obraz va ko'rgazma – harakat tafakkur turlariga ega.
- Bilish jarayonlarining yaqqol sezilib turadigan notekis rivojlanganligi.
- Intellektual faoliyatlarning maqsadga muvofiqligining bir muncha buzilganligi bilan xarakterlanadi.
- Tafakkurning inertligi, bo'shligi, bir xil xarakterlarga moyilligi, tahlil-tavsif jarayonlarining yaxshi shakllanmaganligi ko'rinadi. Bunday xususiyatlar aqli zaif o'quvchilarda birmuncha chuqurroq xarakterga ega bo'ladi.
- Ruhiy rivojlanishi sustlashgan bolalar aqliy masalalarni yechish vaqtlarida ko'rsatilgan yordamdan, aqli zaif bolalarga qaraganda unumliroq foydalanadilar.
- Intellektual aktivlikning yetarli emasligi.

- Berilgan ko'rsatmani tushuna olish, ammo ko'rsatma talablari asosida faoliyatni to'g'ri tashkil eta olmaslik.
- Intellektual vazifalarni yechish vaqtida zarur hissiyot – irodaning yetishmasligi, topshiriqlarni yechishning aktiv yo'llarini qidirib topa olmaslik.
- Ruhiy rivojlanishi sustlashgan bolalarda aqliy ish qilish qobiliyatlari normal tengdoshlariga qaraganda birmuncha pasaygan bo'ladi.

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