

## Maktabgacha yoshdagi eshitishda nuqsoni mavjud bolalarni atrof-olam bilan tanishtirishning o'ziga xos jarayonlari

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So'nggi yillarda ta'lim sohasida sodir bo'lgan qator ijobiy o'zgarishlar rivojlanishida muammolari bo'lgan bolalar taqdiri masalalarini hal qilishda turli soha vakillari yangi yo'nalishlardagi faoliyatlarining birlashuvi bilan chambarchas bog'liq. Bolaning rivojlanishidagi me'yordan chetga chiqishlarni erta tashxis qilish, muammo oqibatini qayta tiklash, rivojlanishida u yoki bu muammolari bo'lgan ilk va erta yoshdagi bolalarga pedagogik yordam ko'rsatish, ularni umumta'lim muassasalariga uyg'unlashtirish modellarini ishlab chiqish masalalari kun tartibida turgan dolzarb muammolardan biri bo'lib qolmoqda.

Mamlakatimizda rivojlanishida muammolari bo'lgan bolalarning barcha sog'lom tengqurlari qatori milliy ruhda tarbiyalanishlari, aqliy, axloqiy, jismoniy jihatdan kamol topishlari, ijtimoiy hayotga mustaqil yetuk fuqarolik darajasida tayyor bo'lib yetishishlari masalalariga jiddiy e'tibor qaratilmoqda. SHu bois mamlakatimizda rivojlanishida u yoki bu jihatdan muammolari bo'lgan bolalar salomatligini tiklash, ta'lim-tarbiyasini takomillashtirish, ijtimoiy himoyalash tizimini izchillik bilan isloh etish maqsadida har bir yil uchun qabul qilinayotgan Davlat dasturlarida bu masalalarni hal etishga qaratilgan qator chora-tadbirlar rejalashtirib, muvaffaqiyatli amalga oshirib borilmoqda.

Eshitishda nuqsoni bo'lgan bolalarda atrof dunyo haqidagi bilim va tasavvurlarining o'zidan o'zi, stixiyali ravishda to'planishi aqliy rivojlanishning manbai bo'la olmaydi. Shuning uchun eshitishda nuqsoni bo'lgan bola bilimlarini egallashda ta'lim yetakchi rol o'ynaydi. [2,B.45] Ta'lim eshitishda nuqsoni

bo‘lgan bola o‘zlashtirib olgan bilimlarini tizimlaydi va bolaning aqliy rivojlanishi uchun yordam beradi.

Pedagog va tarbiyachilar maktabgacha tarbiya muassasasida butun hayot va faoliyat jarayonida bolalarga tevarak - atrof haqidagi bilimlarni beradilar. Bu jarayonda alohida rolni mashg‘ulotlar, kuzatishlar va maxsus tashkil etilgan bolalar faoliyati o‘ynaydi [3,B.148]

Har bir mashg‘ulot turi va har bir faoliyat turi bolaning aqliy rivojlanishiga o‘zining alohida hissasini qo‘shadi.Elementar matematik tasavvurlarni shakllantirish mashg‘ulotlari bolalarning bilimlari tizimlashga yordam beradi va shuningdek bilish jarayoniga ijobiy ta‘sir etib, ularni rivojlantiradi.Matematik tasavvurlarni rivojlantirish asosida maktabgacha yoshdagi bolalar predmetlar o‘rtasidagi son va sifat munosabatlarini bilib olishlari yotadi. Bunday munosabatlarni bolalar taqqoslashni, solishtirishni, (predmetlar va predmetlar guruhini) o‘rganib olganlaridan so‘ng tushunib olishlari mumkin.[2,B.99]

Maktabgacha yoshdagi bolaning tizimli bilimlar olishini ta‘minlovchi maxsus bo‘limlardan biri atrof-olam bilan tanishtirishdir.

Atrof-olam bilan tanishtirish turli yo‘nalishlarda olib boriladi. Bu jonsiz tabiat, jonli tabiat va ijtimoiy hayot hodisalari bilan tanishtirishdir.Atrof-olam bilan tanishtirishda eshitishda nuqsoni bo‘lganbolalarning ijtimoiy hodisalar haqidagi tafakkurlarni shakllantirish katta ahamiyatga ega. Bunda avval bolalarda o‘zi haqidagi tasavvurlarini (bolalarni o‘zlarini rasmdan tanishga, o‘z ismini, gavda va yuz qismlarini aytishga o‘rgatish) yuzaga keltiriladi. [2,B.102]

Shuningdek, bolalarda oilasi haqidagi tasavvurlarini shakllantirishga katta ahamiyat beriladi.Eshitishda nuqsoni bo‘lgan bolalarni aqliy jihatdan tarbiyalashda, bilim jarayonlarini rivojlantirishda bolalar faoliyatining barcha turlari muhim ahamiyat kasb etadi. Faoliyatning barcha turlari tashkil etilganda umumiy aqliy malakalarini rejalashtirish, nazorat va o‘z – o‘zini nazorat qilishni shakllantirishga olib keladi. [3,B.54]Bularsiz o‘quv faoliyatining shakllanmasligi

barchaga ayondir. Nutq o‘stirish va atrof — olam bilan tanishtirish mashg‘ulotlarida o‘qitishning shunday usullarini qo‘llash muhimki, ular borliqni yanada chuqurroq anglash va nutq hamda tafakkurning rivojlanishiga yordam bersin, Buning yordamida uchlik amalga oshiriladi —bir vaqtning o‘zida nutq va tafakkurni rivojlantirish vazifalari birgina materialda hal etiladi. Maktabgacha yoshdagi eshitishda nuqsoni bo‘lgan bolalarni atrof-olam xaqidagi tushunchalarini shakllantirish bo‘yicha korreksion pedagogik ish jarayoni faqatgina mashg‘ulotlar va o‘yinlar doirasi bilan chegaralanib qolmasligi kerak. Nutqiy malakalarni faollashtirish uchun barcha imkoniyatlardan foydalanish lozim. Atrof - olamdagi buyum va hodisalarga qiziqishni rivojlantirish asosida bolalarni ularni o‘rab turgan defektolog, tarbiyachilar, ota ona va boshqa insonlarning ularga qaratilgan nutqini idrok etishga o‘rgatish lozim. Buyumni namoyish etish va ko‘zdan kechirishda muhim nutqiy vazifalardan biri nutqiy vositalarni rivojlantirish, shu qatorda yangi so‘zlar bilan tanishish, ularning ma’nosini aniqlash va ularni astalik bilan bolalar nutqiy lug‘atiga kiritish vazifasi hal etiladi. [4,B.67]

Ta’lim jarayonida ko‘rgazmalilikdan foydalanishda quyidagi talablarga amal qilish maqsadga muvofik: Ko‘rgazma uchun tanlanayotgan rasm barcha bolalar uchun, tasvirlangan buyumlar katta hajmda va rangli bo‘lishi kerak. Rangli tasvirdagi buyumlarni afzalligi shundaki, — qora tasvir bolalarga ularning rangi bilan tanishish imkonini bermaydi, bu esa nutqiy vositalarni va bilimlarni kambag‘allashtiradi. Buyum bilan harakatlarni bajarishda uni namoyish etish va ko‘zdan kechirishdagi kabi idrokli va nutqiy vositalarni rivojlantirish, bola lutatini boyitish vazifalari hal etiladi. Predmet bilan harakatlarni bajarish bolalarni predmet belgilarini ifodalovchi so‘zlar bilan tanishtirish imkonini beradi. -Savol — javob usuli birinchi navbatda bolalar nutqini faollashtiradi, og‘zaki nutqdan foydalanishga undaydi. Mazkur usulning qo‘llanilishi shuningdek, bolalarning turli grammatik shakldagi so‘zlarni, so‘z birikmalarini to‘g‘ri qo‘llashini nazarda tutadi.

Shunday qilib, nutqiy materiallarni ko‘p karra takrorlash usuli orqali defektolog tomonidan quyidagi vazifalar hal qilinadi: bolalar tomonidan nutqni

idrok etishni rivojlantirish, bolalar lug‘atini boyitish, turli grammatik shakldagi so‘z va so‘z birikmalarini tushinishni rivojlantirish. Haraktlarni sharxlash nutqni idrok etishni turli murakkablikdagi nutqiy namunalarni rivojlantirish uchun qo‘llaniladi. Maktabgacha yoshdagi o‘qitishda nuqsoni bo‘lgan bolalar bilash ishlash jarayonida kattalar nutqini qo‘llash, ko‘rgazmalilik va faoliyatga tayanish muxim.

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