

## Raqamli Autizm sindrom bolalarda kognitiv jarayonlar buzilishlarining psixologik omili sifatida

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Shiddatli tarzda o'zgarib borayotgan jamiyatimizda ta'lim oldiga pirovard maqsad sifatida, sog'lom tengdoshlari bilan bir qatorda, alohida yordamga muhtoj o'quvchilarni zamonaviy bilimlar, hayotga to'siqlarsiz uyg'unlashib ketishining omili sanalgan ijtimoiy malakalar bilan qurollantirish, mustaqil ravishda faoliyat ko'rsata olishga erishish belgilanmoqda. Shu maqsadda maxsus ta'lim tizimining sifatini ko'tarish, takomillashtirish masalalariga, huquqiy-me'yoriy, ilmiy-metodik zaminini yaratishga qaratilgan qator tadbirlar amalga oshirilmoqda. So'nggi yillarda mazkur sohada erishilayotgan ijobiy o'zgarishlar psixologlar, pedagoglar hamda turli soha vakillarining yangi yo'nalishlardagi hamkorlik faoliyati bilan chambarchas bog'liq. Autizm sindromiga chalingan bolalar jamiyat tuzilmasida muqim o'rnashib ulgurganligi bois qisman rasmiylashgan ijtimoiy holat sanaladi. Alohida ehtiyojlilik ijtimoiy institut sifatida jamiyatda ijtimoiy-psixologik, sog'liqni saqlash, ijtimoiy-psixologik moslashuv, tibbiy ekspertiza va hokazo kabi butun bir ijtimoiy tizimga mushtarak faoliyatini, ya'ni ijtimoiy sheriklikni talab etadi.

Hozirgi raqamli texnologiyalar rivojlangan bir davrda yashayapmizki ularning foydali taraflari cheksiz. Ammo har bir narsaning ijobiy taraflari bo'lganidek salbiy taraflari ham yo'q emas. Raqamli texnologiyalarning hozirgidavrda jadal sur'atda rivojlanib borayotgan salbiy oqibatlardan biri bu **-raqamli autizm.**

Raqamli autizm - bu odamlar bir-biri bilan uzoq muddatli psixologik aloqani saqlay olmaydigan, boshqa odamning ichki dunyosiga qiziqmaydigan holat. Buning fonida virtual giyohvandlik, yolg'izlik holati rivojlanadi va tashvish holatlari ko'payadi.

Ushbu hodisani birinchi bo'lib o'rgangan psixolog Maris Zamfir unga "virtual autizm" yoki "elektron ekranlar keltirib chiqaradigan autizm" nomini berdi.

Klassik va virtual autizm o'rtasidagi asosiy farq shundaki, klassik autizm holatida buzilish va nevrologik rivojlanish namoyon bo'ladi, bu qaytarilmas, chunki bu biologik omillar tufayli yuzaga keladi. Va virtual autizm uchun bu neyron zonalarini rag'batlantirishning yo'qligiga hissa qo'shadigan televizor, shuning uchun bola tezda tiklanishi mumkin. Marius Zamfirning so'zlariga ko'ra, eng katta bo'shliq eshitish va vizual idrok o'rtasida sodir bo'ladi. Ya'ni, bola ekrandan tovushlarni eshitadi, lekin ularni ob'ektni idrok etish bilan bog'lamaydi.

Autizm nafaqat gadjetli bola yolg'iz qolganda, balki onasi rivojlanishining dastlabki bosqichlarida u bilan "aloqada bo'lmaganida" ham rivojlanadi. Kommunikativ va hissiy muammolardan tashqari, "raqamli autizm" bilan og'riqan bola ma'lumotni idrok etishda qiyinchiliklarga duch keladi. Shunday qilib, mavjud va "engil" tarkibni muntazam iste'mol qilish bilan bola olingan ma'lumotlarni oqilona izlash va aqliy qayta ishlash mahoratini yo'qotadi. Zamonaviy bolalarning ongida hisob-kitob qilishning hojati yo'q va avtomatik xabarlar to'plami til qoidalarini uzoq vaqt yodlashdan xalos qiladi. Bularning barchasi miya neyronlarining bir qismini ishlatishni to'xtatishga olib keladi; bunday sharoitda bolaning to'liq intellektual rivojlanishi mumkin emas.

Bolalar tomonidan gadjetlardan muntazam foydalanish "raqamli autizm" rivojlanishiga sabab bo'ladi. Bola boshqa odamlar bilan uzoq muddatli psixologik aloqani saqlab qolish qobiliyatini yo'qotadi, o'zini yopadi va tashqi dunyoga qiziqmaydi, yomon kayfiyatga duchor bo'ladi va tezda g'azablanadi.

Mutaxassislarning fikriga ko'ra, raqamli autizmning rivojlanishi nutq paydo bo'lgan paytdan boshlanadi va ichki nutq bilan bevosita bog'liq.

Biz sezadigan barcha ma'lumotlarni og'iz orqali qabul qilamiz. Ta'm bilish analizatorlari va bolaning ob'ektlarni o'rganishi-bularning barchasi sinov usuli bilan rivojlanadi. Rivojlanishning ushbu sohasidagi muhim nuqta-bu bolaning 6 oylik yoshi, bu erda qo'shimcha ovqatlar don, kartoshka pyuresi va boshqalar

shaklida kiritiladi. Aynan shu davrda nevrologik orqaga qaytishni oldini olish mumkin. Axir, miya tushunadi: siz ovqatni chaynashingiz kerak. Shunday qilib, artikulyatsiya ko'nikmalarini rivojlantirish", - ota-ona ovqat paytida bolaga planshet berganida miya tektonikasi buzilganligini aytadi. Bola chaynaganda, u nima yeyayotganini tushunishi kerak."

Aksariyat hollarda muammolar ikki yildan so'ng paydo bo'la boshlaydi, bola gapira boshlamasa, uning ismiga javob bermasa, boshqalar bilan hissiy aloqa bo'lmasa, muloqotdan qochadi. Ammo bolaga qo'llariga telefon berilishi bilan oq, u jonlanadi va faol yashay boshlaydi, ko'rgan narsalarining syujetlarini boshdan kechiradi.

Ba'zi ota-onalar farzandlarining yangi til o'rganish ko'nikmalarini rivojlantirish uchun kichik yoshdan boshlab gadgetlardan foydalanishlariga ruxsat berishadi va bolalar boshqa tildagi multimedialarni ko'rib o'sadi. Vaqt o'tgan so'ng bolada NTR yoki ZPR kabi nuqsonlar rivojlanadi. Bunga sabab bola o'z ona tilidagi lug'at boyligiga ega bo'lmasdan turib unga boshqa tildagi so'zlarni o'rgatish bola miyasining zo'riqishiga olib keladi. Bu holatda bola muloqot davomida ko'proq o'rgangan tilidagi ba'zi so'zlardan foydalanadi va o'z ona tilida deyarli muloqot qilmaydi va aqliy rivojlanishdan ortda qoladi. Xozirda Logoped mutahasislarga bunday shikoyatlar bilan keladigan ota-onalar soni afsuski ko'payib bormoqda. Bolani yangi tilga o'rgatish albatta yaxshi, biroq uning ham o'ziga yarasha qonun qoidalari bor.

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