

Nutq kamchiligiga ega bo'lgan bolalar bilan logopedik mashg'ulotlarni tashkil etishda milliy ertaklarning ahamiyati

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Annotatsiya. Ushbu maqolada nutq kamchiligiga ega bo'lgan bolalar bilan logopedik mashg'ulotlarni tashkil etishda milliy ertaklarning ahamiyati, xalq og'zaki ijodini bola tarbiyasidagi va so'zlashuv nutqidagi roli haqida bayon etilgan

Tayanch so'zlar. So'zlashuv nutqi, xalq og'zaki ijodi, dialogik nutq, ertak, topishmoq, tez aytish, maqol, nutq, o'yin.

Maklakatimizda sog'lom va uyg'un kamol topgan avlodni tarbiyalash uchun zarur imkoniyatlar hamda shart-sharoitlarni yaratish, XXI – intellektual qadriyatlar ustuvorlik qiladigan asr ekanligini e'tiborga olgan holda Vatanimiz yigit va qizlarini har tomonlama barkamol shaxslar etib shakllantirish borasidagi keng qo'lamli chora-tadbirlar kompleksini amalga oshirish maqsadida bir qancha chora-tadbirlar amalga oshirilmoqda. Hozirgi kunda har tomonlama barkamol yosh avlodni shakllantirishni ta'minlash bo'yicha qabul qilingan davlat dasturlari hamda boshqa tadbirlarga muvofiq amalga oshiriladigan chora-tadbirlarni davom ettirish kabi bir qator vazifalar belgilab qo'yilmoqda.

Nutq kamchiligiga ega bo'lgan bolalar so'zlashuv nutqini rivojlantirishda milliy an'analar katta ahamiyatga ega ekanligini ta'kidlash joiz. Bizga ma'lumki, yosh avlodni ma'naviy kamol topishida, axloqiy tarbiyasida milliy an'analar roli beqiyosdir. SHu bilan birga bolaning nutqi rivojlanishi davrida xalq og'zaki ijodi bo'lmish ertak, topishmoq, tez aytish, maqollar o'z qiymatini yo'qotmaydi. Nutq kamchiligiga ega bo'lgan bolalar nutqini o'stirishda topishmoq, tez aytish, qo'shiq, doston, ertak va maqollar har tomonlama ijobiy ta'sir qilib kelgan. Xalq og'zaki

ijodidan foydalanish nafaqat kar bolalar so'zlashuv nutqini balki, ularni topqirligini, intellektual salohiyatini, fikrlash qobiliyatlarini rivojlantiradi. Nutq kamchiligiga ega bo'lgan bolalar tengdoshlari bilan topishmoq aytish jarayonida fikrlash, narsa, buyumlar haqida atrofdagi narsa va xodisalarni to'liq idrok etishga o'rganadilar. Maqollar ham o'sib kelayotgan nutq kamchiligiga ega bo'lgan bolalar o'zbek xalqini o'tmish hayotini o'rganishda, uning ijobiy, salbiy sifatlarini yoritishda shaxsning ruxiy holatini, umidlarini ifodalaydi.

Bola topishmoq, maqollardagi so'zlarni yoki iboralarni ma'nosini so'raydi, demak so'zlashuv muloqotiga ehtiyoj tug'iladi. O'qituvchi esa tushuntirib beradi, bola lug'atiga ham yangi so'zlar kiritiladi. Ertak, dostonlarga kelsak, kar va zaif eshituvchi bolalarga xalq og'zaki ijodini bu janri qiyinroq o'zlashtiriladi. Ularga tushuntirish, og'zaki va daktily nutqidan foydalangan xolda amalga oshiriladi. Ertak va dostonlar bilan o'qib tanishgandan so'ng kar bolalar tomonidan sahnalashtirilgan xolda amalga oshirilsa, ularda so'zlashuv nutqi rivojlanadi. Har bir ertak qaxramonlarini his - tuyg'usini, qiyofasini o'zida aks ettirishga o'rganadi. Voqealar ketma-ketligiga, kimga qanday munosabatda bo'lishga va nutqida so'zlarni to'g'ri talaffuz qilishga o'rganadilar. Eng muhimi bog'langan nutqi rivojlanadi. Dialogik nutqi rivojlanishida xalq og'zaki ijodi yaxshi samara beradi. Chunki dialogik nutqi kattalar va bolalarning birgalikdagi faoliyati tufayli yuzaga keladi. Nutqning murakkablashuvi bolalar jamoasining rivojlanishi tufayli paydo bo'ladi. Nutq kamchiligiga ega bo'lgan bolalar muassasalarida maqollar yoki ertaklarni mazmunini savol – javob, bahs – munozara shaklida mustaxkamlash orqali, bolalar nutqi rivojlanadi, lug'at boyligi ortadi, so'zlashuv nutqi rivojlanadi.

Nutq kamchiligiga ega bo'lgan bolalarni nutqidagi nuqsonlarni korrektsiyalashda bir tomonlama harakat befoyda hisoblandi. Nutqni rivojlantirishda bola faoliyatining hamma turi bilan uyg'unlikda olib borish imkonini katta samara beradi. Ya'ni bola mashg'ulotda egallagan bilimlarini darsdan tashqari jarayonida o'yinlar asosida mustaxkamlash maqsadiga muvofiq, ya'ni bola faoliyatining hamma turi o'yin, o'qish, mehnat, predmetli faoliyatida

so'zlashuv nutqini rivojlantirishga maqsadni yo'naltirish kerak. O'yin asosida nutqni rivojlantirishda bolalar yoshiga, nuqson darajasiga ko'ra va albatta milliy ruhda tarbiyalovchi mazmundagi mavzularni tanlash kerak. O'zbek xalq ertaklaridan "Zumrad va Qimmat" misolida ko'radigan bo'lsak, Zumradning erta tongda barvaqt turishi, hovli ko'chalarni supurishi, non yopishi, atrofdagilarga mehr – oqibatli kattalarga hurmati bolalarning milliy an'analarimizga e'tiborini tortadi. Nutq kamchiligiga ega bo'lgan bolalar ertakni o'qib bo'lgach, logoped ular bilan suhbat o'tkazadi. Bolalar ertakni o'qibgina qolmay, matn mazmunini va so'zlar ma'nosini tushunishlari kerak. Logoped bolalarga ertakdagi obrazlarni taqsimlab beradi. "Zumrad", "Qimmat", "Zumradning otasi", "Qimmatning onasi", "Sehrgar kampir", "Qo'shnilar" va boshqalar. Har bir bola o'z personajini so'zlarini yod oladi va mazmunini tushunib rol ijro etadi. Eng muhimi bolalar harakat bilan birgalikda so'zlashuv muloqatiga kirishadilar. Zumrad ota – onasiga ertalab "Assalomu alaykum" deyishi, orasta kiyinib, nonushta tayyorlashi bolalarni shaxsiy hayotida tarbiyaviy shaxsiy ahamiyatiga egadir. Qimmatni rolini ijro etadigan o'quvchi faqat salbiy so'zlar harakatlarni bajardi. Ertakni oxirida Qimmat va uning onasini xasadgo'yiligi nimaga olib kelganini o'zlari his qilindi. Demak, bolalarda shaxslararo munosabatga kirishish, o'zini qanday tutishi kabi xislatlar shakllanadi. Bolalar lug'at zahirasi yangi so'zlar kiritiladi. Zumradni o'rmonga borishi va Qimmatni o'rmonda bo'lishi "O'rmon" so'zi va uni mazmuni bolalarga yangilik hisoblanadi. Birgina o'rmon so'zi O'rmon ham go'zal, ko'm – ko'k, gullar ochilgan, daraxtlar, qushlar sayragan deb ta'riflanadi. SHu bilan bir o'rmon qop – qorong'u, qo'rqinchli, boyo g'lilar sayragan, sovuq kabi ta'riflanadi.

Shunday qilib bolalar ertakni sahnada ijro etganda o'rmonini yuqoridagi tasvirini his qiladilar tasavvur jarayonlari kengayadi, egallagan so'zlari nafaqat miqdor jihatdan balki sifat jihatdan ham rivojlanadi.

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