

CAUSES OF THE OCCURRENCE OF WRITTEN SPEECH DEFECTS IN PRIMARY SCHOOL STUDENTS AND STUDIES STUDIED

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Annotation:

This article presents the reasons for the origin of written speech defects that occur in primary school students, information about the studies studied.

Base words: speech speech speech, oral speech, written speech, psychic process, finger behavior, hearing, vision, articulatory apparatus, dysgraphia.

Nutq bolaning har tomonlama rivojlanishining muhim sharti hisoblanadi. Bolaning nutqi qanchalik to'g'ri va lug'ati boy bo'lsa, unga o'z fikrlarini bayon qilish shunchalik oson bo'ladi, atrof – olamni idrok etish uchun imkoniyat kengayadi, kattalar va o'z tengdoshlari bilan bo'lgan munosabati to'liq va mazmunli bo'ladi, uning psixik rivojlanishi ham faol ravishda amalga oshadi. Shuning uchun ham bolalarda nutqning o'z vaqtida shakllanishi haqida, uning sof va to'g'riligi haqida qayg'urish, bola qaysi tilda nutqi shakllanayotgan bo'lsa, mana shu til normalarida namoyon bo'luvchi turli nuqsonlarni oldini olish va to'g'irlash muhim hisoblanadi. U yoki bu darajadagi nutq buzilishlari bolaning barcha ruhiy rivojlanishlariga salbiy ta'sir etadi, uning faoliyatida, yurish-turishida aks etadi.

Yozma nutq buzilishlari maktablarning boshlang'ich sinf o'quvchilari ichida ancha keng tarqalgan nutq buzilishlari shakli hisoblanadi va olimlarning ma'lumotlariga ko'ra 10-30% gacha o'zlashtira olmaslikning sababi bo'ladi.[1]

Yozuvning buzilish ona tili bo'yicha o'quv dasturini o'zlashtirishga to'sqinlik qiladi va ta'lim olishdagi turg'un qiyinchiliklarga olib keladi. [2]

Bu muammoni o'rganishga ko'pgina ilmiy tadqiqot ishlari bag'ishlangan. Bizni mamlakatimizda yozuv buzilishi haqidagi zamonaviy bilimlar asosan R.E.Levina, A.R.Luriya, N.A.Nikashina, L.F.Spirova kabi olimlarning g'oyalari bilan bog'liq.

Rus adabiyotlarida yozma nutq buzilishlari eng avvalo og'zaki nutqning tizimli buzilishi oqibati, shuningdek, nutqning fonetiko-fonematik va leksik-grammatik qurilishining shakllanishini buzilishi sifatida qaraladi.

So'nggi yillardagi tadqiqotlar kichik maktab yoshidagi o'quvchilarni yozuv ko'nikmalarini egallashdagi qiyinchiliklar nafaqat nutqning rivojlanmaganligi, balki yozuv jarayonini amalga oshirishda bevosita ishtirok etuvchi qator gnostik va motor funksiyalarning shakllanmaganligi bilan ham bog'liqligini ko'rsatadi.

Olimlarning fikricha, umumta'lim maktablari boshlang'ich sinf o'quvchilari yozma ishlarida ko'p uchraydigan yozuvning optik va motor buzilishlarini paydo bo'lishi aynan shu qiyinchiliklar bilan bog'liq. Optik va motor xatoliklar turg'unligi bolalarda to'laqonli yozuv ko'nikmalarini egallashga to'sqinlik qilishi bilan farqlanadi. Shunga ko'ra, zamonaviy logopediyada kichik maktab yoshidagi o'quvchilar yozuvidagi optik va motor buzilishlarni korreksiyalash usullari va metodlarini takomillashtirish muammo dolzarbligicha qolmoqda. Shu bilan birga bu toifa nuqsonga ega bolalar bilan ishlashda rasm chizishga muhim korreksion vosita sifatida yetarlicha e'tibor qaratilmagan. Shuningdek, adabiyotlarda yozuv va tasviriy faoliyat ko'nikmalarini egallashning psixofiziologik asosini umumiyliqi qayd etiladi [3]

O.I.Galkina, Ye.V.Guryanova, A.R.Luriya, T.S.Komarovalarning tadqiqot ishlari birinchi yozuv mashqlarining muvaffaqiyatini bolalarda mavjud grafik malakalarga bog'liqligini ko'rsatadi. Ye.Ignateva, N.P.Sakulina, Ye.E.Rojkova va boshqalarning ishlarida yozuv texnikasini egallash rasm chizish texnikasining shakllanganlik darajasiga bog'liqligini ko'rsatadi.

Tasviriy komponent bolalarda birlamchi yozuv ko'nikmalarini shakllantirishda yaqqol aks etadi. Shu bilan bir qatorda tasviriy faoliyatni kichik maktab o'quvchilarida yozuv ko'nikmalarini rivojlantirishga ta'siri yetarlicha ochib berilmagan. Rasm chizishning korreksion imkoniyatlari to'liq amalda qo'llanilmasdan qolmoqda, optik va motor buzilishlariga ega kichik maktab o'quvchilarida yozuv ko'nikmalarini rivojlantirishda tasviriy vositalarni qo'llash yo'llari, ish mazmuni va usullarini ishlab chiqish muammosi hozirgi kungacha ilgari surilmagan. Bu muammoning yetarlicha ilmiy o'rganilmaganligi va dolzarbligi uni o'rganish zarurligini belgilaydi.

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Disgrafiya va disleksiya muammosi psixologik va neyropsixologik nuqtai nazardan faol o'rganilmoqda. Tizimli nutqiy – yozuv faoliyatini , shuningdek, yozuvni shakllanishiga ta'sir etuvchi psixik operatsiyalar va faoliyatlarni o'rganishga katta e'tibor qaratilmoqda. Ko'pgina ishlarda yozma nutq buzilishlarini ko'pincha nonutqiy psixik jarayonlarning shakllanishidagi buzilishlar bilan qo'shib kelishi ko'rsatiladi. Ammo, muammoning psixologik aspekti faqat qisman o'rganilgan.

Logopediyada disgrafiya eng avvalo, maxsus til buzilishi sifatida qaraladi. Ko'pgina olimlar o'qish va yozishni egallashdagi qiyinchiliklar og'zaki nutq buzilishlari , aynan : talaffuz ko'nikmalarining, fonematik jarayonlar, morfologik va sintaktik umumlashirishning shakllanmaganligi bilan bog'liq deb hisoblashadi. [4]

L.G. Paramonovning ma'lumotlariga ko'ra, turli nutq nuqsonlariga ega bo'lgan bolalarga zamonaviy logopedik yordamning yo'qligi, o'rta va katta sinf o'quvchilarining ona tili bo'yicha dastur talablarini o'zlashtirishda sezilarli qiyinchiliklarga uchrashiga olib keladi.

SHu bilan birga M.M. Bezrukix, O.YU. Крещенkolar hali xanuz, unchalik qo'pol bo'lmagan nutq buzilishlarini disgrafiyaning paydo bo'lishiga qanday ta'sir qilishi, alohida nutqiy faoliyatlarning shakllanmaganligi haqida aniq tasavvurlarning va yozma nutqni shakllanishining turli bosqichlarida nutqning shakllanganligining ahamiyati o'zgaradimi, degan savolga javob yo'qligini ko'rsatishadi.

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