

GENEALOGY OF SCHOLARS AFTER THE 15TH CENTURY IN THE STUDY OF SPEECH DEFİCİT

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Annotation: this article expresses scientific research on the field of speech therapy, scientific and theoretical opinions of scientists and views on the study of speech defects.

Keywords: speech, scientific theory, analysis, development of thinking, didactics, intonation, tone, views, system, passive attention.



Yan Amos Kamenskiy (1592 - 1670) - slavyan o'qituvchisi - demokrat va gumanist. Ular tug'ilishdan etuklikka qadar ta'limning batafsil tizimini yaratdilar. U "Buyuk didaktika" risolasida "hammaga hamma narsani o'rgatish" nazariyasini ishlab chiqishni o'z oldiga vazifa qilib qo'yadi. Bu to'g'ri nutqni shakllantirishga ham tegishli. O'qitishning o'ziga xos vazifalari nafaqat tabiat va ijtimoiy munosabatlarni yaxshi bilish, balki ularning bilim va ko'nikmalariga ham qisqartiriladi. Ritorika bilim elementlaridan biridir. Bolaning har tomonlama rivojlanishida nutqning ahamiyati haqida gapirib, u shunday yozgan edi: ... "uch narsa - aql, harakat, nutq - hayotning tuzidir". So'ngra nutqning shaxsning har tomonlama rivojlanishidagi o'rni haqida gapiradi - "Nutq o'rgatish va o'rganish uchun mo'ljallangan bo'lsin, aks holda sukut saqlagan ma'qul".



oid fikrlarni qoldirgan.

Jan Jak Russo (1712 - 1778) - fransuz mutafakkiri - 18-asr o'qituvchisi. U falsafa, sotsiologiya, pedagogika fanlarining rivojlanishiga katta ta'sir ko'rsatdi. Men odamni buzilib ketgan deb o'yladim zamonaviy jamiyat. Shuning uchun uning shaxsiy ta'lim uchun utopik rejasi - "tabiat bag'rida" tsivilizatsiyadan uzoqda. Uning pedagogik asarlarida ta'sirchan nutqning bola rivojlanishining boshida uning ovozli tomonini shakllantirishdagi ahamiyati haqidagi g'oya o'z o'rnini topadi. U bolaning birinchi eshitadigan artikulyar tovushlar kamdan-kam, engil, aniq va tez-tez takrorlanishi kerakligini ta'kidlaydi. U intonatsiyadan boshqa hech narsani tushunmaydigan ko'p foydasiz so'zlar bilan bolani hayratda qoldirishga qarshi. Russo kompensatsiya imkoniyatlari haqida turli analizatorlar va eshitishni taqqoslash misoliga



hukmronligi - sog'liqni kasalxonalar -
M.V. Lomonosov (1711 -

Iogann Geynrix Pestoloji (1746 - 1827) bolalarni tarbiyalashda katta xizmat qildi. Metodologiyani ishlab chiqdi boshlang'ich ta'lim bolalar nutqi, hisoblash, o'lchash. 1803 yilda u onalar uchun bolalarni kuzatish va gapirishga o'rgatish bo'yicha qo'llanma bo'lgan "Onalar kitobi" ni nashr etdi. U bolaning tafakkurini rivojlantirishda nutqini rivojlantirishga katta e'tibor bergan. Til muhim bilish vositasi sifatida qaralgan. Nutq qobiliyatini rivojlantirish beshikdan boshlab kuzatish qobiliyatini rivojlantirishdan boshlanishi kerak deb hisoblaydi ya'ni: "Bolaning tug'ilgan soati uning ta'lim olishining birinchi soatidir".



Rossiya 18 - 19 asrlar Buyuk Pyotr saqlashni rivojlantirish, etim bolalar uchun muassasalar yaratish.
1765) - rus tilining islohotchisi, rus

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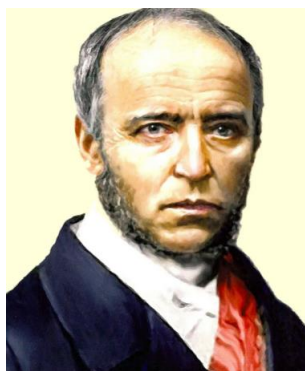
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grammatikasini yaratuvchisi, rus tilshunosligining yaratuvchisi. "Inson zotining so'zga bog'liqligini hamma osongina ko'rishi mumkin." U to'g'ri ifodali nutqni rivojlantiruvchi mashqlar, nutqning ma'lum qoidalariga rioya qilish va ovoz kuchi uchun mashqlarga katta rol berdi. Chiroyli nutqda prosodiya katta ahamiyatga ega.



A.N. Radishchev (1749 - 1802) - yozuvchi, materialist faylasuf, rus inqilobiy ma'rifati asoschisi. U jamiyat taraqqiyotida shaxs nutqiga va shaxsning o'ziga katta ahamiyat bergan. U "Inson, uning o'lishi va o'lmasligi haqida" risolasini yozgan va unda so'z va nutq uchun madhiya yaratgan. U tafakkur va boshqa psixik jarayonlarni rivojlantirishda nutqni rivojlantirishga katta ahamiyat bergan.

tanishtirish va shu rivojlantirish va mustaqil fikrini katta e'tibor berildi. oldin fan yoki Iriney vazifa - bolalarning fikrlash qobiliyatini bolalarda xotira kuchli. U tarbiyada so'zga, pedagogning o'zi nutqiga katta ahamiyat bergan. U bolalar bilan ular uni tushunadigan tarzda gaplashish qiyinligi haqida ogohlantirdi.



V.F. Odoevskiy (1804 - 1869) - atoqli o'qituvchi, bolaning aqliy kuchlarini oziqlantirish, uni atrofidagi hayot bilan asosda suhbat va suhbatlar orqali uni uyg'otish, rivojlantirish talabini ilgari suradi. bolaning boshqaring. Suhbatlarni rivojlantirish uslubiga Bolalarni tarbiyalash bo'yicha "Ilm-fandan boboning kitobi" qo'llanmasini yozgan. Asosiy g'oyalari ravshanligini, aniq va mantiqiy rivojlantirish. Yodlashga qarshi edi, tk.



K.D. Ushinskiy (1824 - 1870) - feodal tuzum inqirozi, ijtimoiy harakatning demokratik yuksalishi davrida uning asarlari rus pedagogikasida inqilob qildi. Ta'lim sub'ekti - shaxs. Shuning uchun o'qituvchi inson tabiatining asosiy qonuniyatlarini bilishi kerak. "Agar pedagogika insonni har tomonlama tarbiyalashni va tarbiyalashni istasa, uni har jihatdan birdek tan olishi kerak". U bolani nafaqat tarbiyalash, balki uning jismoniy va psixologik xususiyatlarini o'rganish muhimligini ta'kidladi, differensial diagnostikaga katta ahamiyat berdi. U xotira, iroda, his-tuyg'ular, diqqat (inson ruhiga kiradigan va tashqi dunyodan hamma narsa o'tadigan eshik) kabi jarayonlarni o'rganishni muhim deb hisobladi. U faol va passiv diqqatni (ixtiyoriy va ixtiyorsiz) ajratdi va bolalarda ixtiyoriy diqqatni rivojlantirish zarurligini ko'rsatdi.

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