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International Conference on Interdisciplinary Studies and Scientific Research

Hosted online from Nottingham, UK

Date: 30th December, 2023

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ESHITISH IDROKINI RIVOJLANTIRISH TEXNOLOGIYASI TA'LIMNING METODLAR

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Annotasiya:

Ushbu maqolada maxsus muassasalarda ta'lim oluvchi eshitishida nuqsoni bo'lgan o'quvchilar nutqiy savodxonligini oshirish bo'yicha chet el olimlari tomonidan olib borilgan ilmiy izlanishlar va o'qitish texnologiyalari to'g'risidagi fikrlar yoritilgan.

Kalit so'zlar: lug'at, metodika, nutq, karlik, zaif eshituvchilik, tug'ma karlik, ortirilgan karlik, innavatsiya, texnologiya.

Kar bolalarni o'qitish muammosi o'z tarixiga ega. Uzoq vaqt davomida karlar o'rganish uchun yaroqsiz deb hisoblangan. Bunga eshitish va nutq o'rtasidagi bog'liqlik mohiyatini noto'g'ri tushunish yordam berdi. Nutqning buzilishi eshitish funksiyasi holatidan mustaqil ravishda mustaqil buzilish sifatida qaraldi. Eshitish funksiyasining turli holatlariga ega bo'lgan bolalar karlar toifasiga kiritilganligi xarakterlidir. Maktab o'quvchilari orasida eshitish qobiliyati zaif va umuman eshitish qobiliyatiga ega bo'lmagan bolalar bor edi. Tabiiyki, o'quv jarayonida turli eshitish qoldiqlari bo'lgan bolalarning eshitish idrokining yaxshilanishi eshitishning saqlanish darajasiga bog'liq edi.



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Parijdagi karlar va soqovlar instituti bosh vrachi Blanshe boshchiligida eshitishni rivojlantirish bilan shug'ullangan bolalarni tekshirish uchun 1853 yilda Parijda maxsus tuzilgan komissiyaning xulosalari bunga misoldir. Komissiya mashg'ulotlar natijasida tekshirilgan bolalarning ba'zilarida eshitish yaxshilanganligini, boshqalarda tebranish sezgirligi oshganligini, uchinchisida esa hech qanday o'zgarish yo'qligini aniqladi. Komissiyaga ko'ra, ikkalasini ham eshitish orqali gapirishga o'rgatish kerak edi, lekin eshitish qobiliyati yaxshilangan bolalarni bunday bo'lmagan bolalardan ajratish kerak edi. Shunday qilib, XIX asrning o'rtalaridan boshlab. Karlarning shifokorlari va o'qituvchilari turli darajadagi eshitish sezgirligi bo'lgan bolalarni eng oqilona ta'lim bilan ta'minlash uchun maxsus guruhlarga ajratish juda muhim masalaga duch kelishdi. Shu bilan birga, guruhlarga bo'linish mezonlari hali aniq belgilanmagan: eshitish guruhiga eshitish qobiliyatining ahamiyatsiz qoldiqlari va uning saqlanishining turli darajalari bo'lgan bolalar kiritilgan.

Bu masalaning nazariy jihatdan noaniq yechimi XIX asr maktab muassasalari amaliyotida ham o'z aksini topdi. va 20- asr boshlari. Mashqlar yordamida eshitishni rivojlantirish bo'yicha keyingi ishlar eshitishni faollashtirish usullari va tovushni kuchaytirish vositalarini izlash bilan chambarchas bog'liq edi. XX asr boshlarida. quyidagi usullar keng tarqaldi: tyuning vilkalari elektrofon bilan almashtirilgan usul; quloq mashqlari uchun fonografdan foydalanishni taklif qilgan usul; eshitishni faollashtirish uchun sirena qurilmasidan foydalanish usuli. Nutq aloqasi sohasida faoliyat yurituvchi eng yirik olimlarning ishlari ushbu masalalarga bag'ishlangan: D. Pikket (1957), L. Pimenov (1962) va boshqalar Rossiyada N. A. Skritskiyning mahalliy elektr asboblari ishlatilgan. Elektr jihozlarining paydo bo'lishi mashqlar orqali eshitishning rivojlanishiga ijobiy



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ta'sir ko'rsatdi, chunki tovushni kuchaytirish va eshitish qobiliyati zaif bolalarning idrokiga etkazish mumkin bo'ldi. Elektr jihozlaridan foydalanish tufayli eshitish doirasi sezilarli darajada kengaydi, eshitish idrokini yanada to'liq ishlatish va rivojlantirish uchun sharoitlar yaratildi. Elektr qurilmalari yordamida eshitishni faollashtirish bo'yicha ish natijalari turli yo'llar bilan baholandi. Ba'zi tadqiqotchilar elektr asboblaridan foydalanish tufayli nafaqat eshitishni yaxshilash, balki uni qaytarish mumkin degan xulosaga kelishdi. Boshqalar, masalan, rus olimi M. A. Svishchev, mashqlar yordamida eshitish funksiyasini to'liq tiklash mumkin emas deb hisoblardi. M. A. Svishchev eshitishni rivojlantirish uchun mashqlarning rolini yuqori baholadi. Shu bilan birga, u eshitish uchun eshitishning rivojlanishi bo'lmasligi kerakligini ta'kidladi. Eshitish qobiliyatini yo'qotishning fikrlash va nutq bilan aloqasiga e'tibor berish kerak. U tomonidan ilgari surilgan bir qator uslubiy qoidalar hozirgi vaqtda eshitish idrokini rivojlantirish metodologiyasida o'z aksini topgan. Zamonaviy metodologiyada ham o'z ifodasini topgan M. A. Svishchev - pedagogik jarayonda tovushni kuchaytiruvchi uskunalardan foydalanish. U eshitish qobiliyatini yo'qotgan bolalar darsda ko'pincha quloqchin kiyishlari kerak deb hisoblardi. Hozirgi vaqtda barcha umumiy ta'lim darslarida va eshitishni rivojlantirish uchun maxsus mashg'ulotlarda ovoz kuchaytiruvchi uskunalar qo'llaniladi.

Rus kar o'qituvchilari F. F. Pay , A. I. Dyachkov, R. M. Boskis, T. A. Vlasova, L. V. Neyman, V. I. Bel-tyukov, A. M. Masyunin, E. P. Kuzmicheva va boshqalar. T. A. Vlasova (1983) ta'kidlashicha, Defektologiya ilmiy-tadqiqot instituti turli yoshdagi kar va zaif eshituvchi bolalar tomonidan nutqni idrok etish imkoniyatlarini aniqlash bilan bog'liq muammolarni keng tadqiq qildi. Vazifa eshitish idrokidan foydalanish va rivojlantirishning eng samarali usullarini



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topish, rivojlanayotgan eshitish funksiyasi asosida og'zaki nutqni shakllantirish edi. Shu maqsadda audiologik laboratoriya yaratilib, unda eshitish qobiliyati buzilganda eshitish idrokining mexanizmlari va talaffuzning shakllanishi tuzatish usullari, texnikasi va texnik vositalardan foydalangan holda o'rganildi. Shu bilan birga, boshqa laboratoriyalar yaratildi: karlar tomonidan nutqni vizual-taktik idrok etish, unda normal va patologik sharoitlarda nutqni shakllantirishda turli analizatorlarning o'zaro ta'sirini aniqlash bo'yicha tadqiqotlar olib borildi; talaffuzni shakllantirish uchun texnik qurilmalar va individual eshitish vositalarining modellarini ishlab chiqish maqsadida audiotexnik laboratoriya.

Ko'p yillik kompleks tadqiqotlar natijasida eshitish qobiliyati buzilgan bolalar tomonidan eshitish nutqini idrok etishning potentsial imkoniyatlarini o'rganishga printsiplial jihatdan yangi yondashuv aniqlandi. Alohida asbob-uskunalar yordamida qisqartirilgan va qoldiq eshitishni rivojlantirish asosida atrofdagi odamlarning nutqini idrok etish qobiliyatini maksimal darajada tiklash uchun nutq eshitishini shakllantirish yo'llari ishlab chiqilgan. Ma'lumki, bolaning jismoniy va aqliy rivojlanishidagi har qanday og'ishlar uning umumiy rivojlanishining buzilishiga olib keladi. Eshitish analizatorining buzilishi nutqning rivojlanishida, og'zaki nutqning shakllanishida va bolaning umumiy rivojlanishida sezilarli og'ishlarga olib keladi. Eshitishning kamayishi yoki yo'qligi uning aqliy rivojlanishiga salbiy ta'sir qiladi, atrofdagi dunyoni bilish qobiliyatini cheklaydi, bilim, ko'nikma va malakalarni o'zlashtirish jarayonini sekinlashtiradi.

Uzliksiz ta'lim tizimida O'zbekistonda eshitishida nuqsoni bo'lgan bolalar uchun maktabgacha tarbiya muasasalari, maktab va kasb-xunar kolejlarida maxsus guruxlar faoliyat ko'rsatib kelmoqda. Ushbu toifadagi bolalar uchun



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tashkil etilgan maktab-internatlarda maktabgacha tarbiya bo'limi xamda umumta'lim maktab bo'limi mavjud. Ushbu muassasalarda ta'lim umumta'lim 9 yillik ta'limning davlat talablari va dasturlari asosida amalga oshiriladi. Eshitish qobiliyati zaiflashgan bolalar bilan ishlashda surdopedagoglar katta yutuqlarga erishmoqdalar. Ushbu toifadagi anomal bolalar maxsus kechki maktablarda ta'lim olganlaridan keyin oliy o'quv yurtlarini ham muvaffaqiyatli bitirib chiqmoqdalar, mamlakatimizning turli korxonalarida hamma bilan baravar mehnat qilmoqdalar. Demak, eshitish nuqsonlarini bartaraf etish, to'la kompensatsiyalash, mumkin. Tarbiyachi va o'qituvchilarning asosiy vazifasi — sog'lom bolalarni zaif eshituvchi bolalardan ajratib, ularga alohida yondashish, zarur bo'lsa, ularning "maxsus muassasalarda ta'lim-tarbiya olishini yoki integratsiyalashgan ta'limga jalb etilishini ta'minlashdan iborat. Maxsus muassasalarda o'z fikrini og'zaki ifodalay olmasligini his etgan o'quvchi yozma shaklda bayon etishni bilishi kerak. Buning uchun o'quvchilarni o'z fikrini og'zaki, yozma bayon etishga o'rgatish amaliy nutqiy ko'nikma va malakalarni shakllantirish asosida amalga oshiriladi.

Foydalanilgan adabiyotlar ro'yxati.

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