

NUTQ KAMCHILIGIGA EGA BO'LGAN BOLALARGA LOGOPEDIK YORDAMNI TASHKIL ETISH

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Annotatsiya: Ushbu maqolada nutq nuqsoniga ega bo'lgan bolalarga mo'ljallangan maktabgacha tarbiya muassasalari, ommaviy bog'chalar qoshida tashkil qilingan alohida eksperimental guruhlarda, keyinchalik esa nutq nuqsoniga ega bo'lgan bolalarga mo'ljallangan alohida bolalar bog'chalari va yashli bog'chalarida engil nutq kamchiligiga ega bo'lgan bolalar hamda murakkab nuqsonli bolalar duduqlanadigan, nutqi to'liq rivojlanmagan bolalarga logopedik yordamni tashkil etish to'g'risidagi fikrlar bayon qilingan

Kalit so'zlar: miya qobig'i, qobiq osti tugunlari, ovoz, nafas, artikulyatsiya, Ekspressiv, Impressiv, asfiksiya, meningit, ensafalit, duduqlanish, dizatriya, alaliya, afaziya, rinolaliya, prognatiya, progeniya

Аннотация: В данной статье дошкольные образовательные учреждения для детей с нарушениями речи выделены в отдельные экспериментальные группы, организованные при массовых детских садах, а в дальнейшем в отдельные детские сады и детские сады для детей с нарушениями речи. Мнения по организации логопедического сопровождения детей с нарушениями речи и детей с нарушениями речи. представлены сложные инвалиды, которые заикаются и речь которых развита не полностью.

Ключевые слова: кора головного мозга, подкорковые узлы, голос, дыхание, артикуляция, Экспрессивный, Репрессивный, асфиксия, менингит, энцефалит, заикание, дизатрия, алалия, афазия, ринолалия, прогнатия, прогения.

Abstract: In this article, preschool educational institutions for children with speech impairments, in separate experimental groups organized under mass kindergartens, and later in separate kindergartens and kindergartens for children with speech impairments. Opinions on the organization of logopedic support for speech-impaired children and children with complex disabilities who stutter and whose speech is not fully developed are presented.

Key words: cerebral cortex, subcortical nodes, voice, breathing, articulation, Expressive, Impressive, asphyxia, meningitis, encephalitis, stuttering, dysatria, alalia, aphasia, rhinolalia, prognathia, progenia

Nutq nuqsoniga ega bo'lgan bolalarga mo'ljallangan bog'chalar, yasli-bog'chalar va umumiy tipdagi bog'cha, yasli - bog'chalar qoshidagi tegishli maktabgacha tarbiya guruhlarida nomlari ko'rsatib o'tilgan muassasa qaraydigan xalq ta'limi bo'limlari tomonidan komplekslashtiriladi. Normal nutqni o'zlashtirgan, ta'limni muvaffaqiyatli tamomlagan va 7 yoshga to'lmagan bolalar umumiy tipdagi bog'chaga o'tkaziladilar. Maxsus maktabgacha tarbiya muassasalari sharoitida turli xil nutq nuqsonlariga ega bo'lgan bolalarga beriladigan logonutq apparati o'zaro chambarchas bog'langan ikki qismdan: markaziy nutq apparati va periferik qismdan tashkil topgan. Markaziy nutq apparati bosh miyada joylashgan. U bosh miya qobig'idan, qobiq osti tugunlaridan, o'tkazuvchi yo'llar, o'zakdan (avvalo, uzunchoq miyada), yadrolar va ovoz, nafas, artikulyatsiya muskullariga boruvchi nervlardan tashkil topadi.

Ekspressiv (eslash) nutq – bu til yordamida o'z fikrini bayon qilish tashqariga yo'naltirilgan va bir qancha bosqichlardan o'tuvchi: g'oya – ichki nutq – tashqi o'z fikrini aytish.

Imressiv (idrok qilish) nutq – bu atrofdagilar nutqini tushunish (og'zaki yoki yozma) jarayon, hamda bir qancha bosqichlardan o'tadi:

- Nutqiy xabarni idrok qilish axborot lahzalarini ajratish – idrok qilingan umumiy ma'nodagi sxemada ichki nutqni shakllantirish.
- kuy-intonatsiyali (intonatsiya, ovoz, bo'yash);
- temp-ritmik (nutq tempi va ritmi).
- uziq-yuliy temp (asossiz pauzalar, tutilish, so'z va tovushlarda urg'uli bo'g'inni aniq o'qish tutilmasdan, tutqanoqsiz va tutqanoqlik ko'rinishidagi duduqlanish).

Nutqning buzilish sabablari

Bolalarda nutq buzilishini yuzaga keltiruvshi sabablar ichiga tashqi (ekzogen) va ichki (endogen) omillar, shuningdek, atrof - muhitning tashqi sharoitlari kiradi. Nutqiy nuqsonning turli sabablarini ko'rib chiqishda evolyusion-dinamik yondashiladi. Bu nuqsonning yuzaga kelish jarayonini tahlil qilishdan, nuqsonli rivojlanishning umumiy qonuniyatlarini va har bir yosh davrida nutqning rivojlanish qonuniyatlarini hisobga olishdan iboratdir (Abu Ali Ibn Sino, I.M.Sechenov, L.V.Vigotskiy). Psixik (shu bilan birga nutqiy) jarayonlarning shakllanishida biologik va ijtimoiy jarayonlarning birligi tamoyili nutqiy tizimning rivojlanishiga – nutqiy muhit, muomala, emosional aloqa va boshqa omillarning ta'sirini aniqlash imkonini beradi. Eshitishi normal bo'lgan bolaning kar-soqov ota-ona qo'lida tarbiyalanuvchi, surunkali kasal bo'lib tez-tez kasalxonalarda davolanuvshi bolalarda nutqning rivojlanmay qolishi, oilada uzoq vaqt davom etuvchi ruhiy

shikastlanish va ikki tillik bolada duduqlanishning yuzaga kelishiga sabab bo'lishi nutqiy muhitning nutq rivojlanishiga salbiy ta'sir ko'rsatishiga misol bo'ladi.

Nutq nuqsonlarning sabablari:

Ekologik sabablar

Tibbiy sabablar

Ruhiy-ijtimoiy sabablar

1. Ekologik sabablar: ichki va tashqi radiasiya; ishlab chiqarishning, qishloq xo'jaligining, avtotransportning, harbiy poligonning zararli ta'sirlari; oziq-ovqat va suv ta'minotining sifatsizligi.

2. Tibbiy sabablar: er-xotinning qarindosh bo'lishi; ota-onaning rivojlanishidagi orqada qolishlari; jarohatlar (jismoniy va ruhiy); ota-onalarning surunkali kasalliklari; zararli odatlar (ichkilikbozlik, nashavandlik, toksomaniya, kashandalik); onaning surunkali og'ir anamnezi: oilani noto'g'ri rejalashtirish yo'llari, abortlar, onaning ginekologik kasalliklari, erta va kech tug'ruqlar (birinchi homilaning 16 yoshdan oldin va 40 yoshdan keyin bo'lishi); tug'ruqdan oldingi jarohatlar; bolalarda somatik kasalliklar; bakterial-virusli infeksiyalar; ona va bolaning to'liq oziqlanmasligi; oilaga tibbiy, tashxis va korreksion yordamning o'z vaqtida berilmasligi. Embrion rivojlanish davridagi turli xil patologiyalar:

- homiladorlik vaqtidagi toksikozlar, virusli va endokrin kasalliklar, jarohatlar, onaning rezus-faktorga mos kelmasligi;
- tug'ruq vaqtidagi shikastlanish va asfiksiya;
- bola rivojlanishining birinchi yilidagi bosh miya kasalliklari (meningit, ensofalit);
- miyaning chayqalishi bilan birga sodir bo'ladigan bosh miya jarohatlari;
- nasliy omillar, bunday hollarda nutq buzilishlari umumiy nerv tizimi buzilishlarining bir qismini tashkil etib, intellektual va harakat kamchiliklari bilan birga keladi;

3. Ruhiy-ijtimoiy sabablar: ota-onalar tomonidan diqqat-e'tiborning sustligi; bolalarga nisbatan qattiqqo'llik yoki o'ta erkalatish, oila va aholi intellektual saviyasining pastligi; oilaning to'liqsizligi (ota yoki onaning yo'qligi) fojeali (ekologik, ijtimoiy, iqtisodiy, ruhiy) vaziyatlar. Ijtimoiy sharoitning yomonligi. Bu holat pedagogik qarovsizlikka, vegetativ disfunktsiyaga, emosional-irodaviy muhitning buzilishlariga va nutqning rivojlanmay qolishiga sabab bo'ladi.

Nutq kamchiliklari kelib chiqishiga ko'ra ikki guruhga bo'linadi:

Organik nutq buzilishlari o'z navbatida ma'lum nutq organi joyining zararlanishiga ko'ra markaziy va periferik xarakterda bo'ladi. Markaziy buzilishlar:

markaziy nerv tizimida u yoki bu qismlarining buzilishi, zararlanishi natijasida kelib chiqadi. Markaziy xarakterdagi organik nutq buzilishlariga: alaliya, afaziya, dizartriya nutq kamchiliklari kiradi.

Periferik buzilishlar: artikulyasion apparatning noto'g'ri tuzilishi yoki buzilishi va pereferik nerv artikulyasion organlari inervasiyasining buzilishidan kelib chiqadi. Pereferik xarakterdagi organik nutq buzilishlariga: rinolaliya, prognatiya, progeniya kiradi. FunkSIONAL buzilishlar – bunda nutq jarayonida ishtirok etadigan a'zolar tuzilishida hech qanday o'zgarishlar bo'lmaydi. FunkSIONAL xarakterdagi nutq buzilishlariga – dislaliya, duduqlanish kabi nutq nuqsonlari kiradi. Rivojlanishida kamchiliklar bo'lgan bolalarni erta aniqlash va logopedik yordam berish nutq kamchiliklarining oldini olish va maktabga nutqiy jihatdan tayyorlashda o'ta muhim. Nutqiy rivojlanishdagi nuqsonlarning oldini olishda tug'ilish vaqtida shikastlangan bolalarni dispanserizatsiyasi muhim rol o'ynaydi.

Xulosa qilib aytganda, nutq kamchiliklarini barvaqt aniqlash, ularni maxsus ta'limga jalb etish – har tomonlama rivojlantirish, insonparvarlik, fidoyilik ruhida tarbiyalash, o'qitish, kasbga yo'naltirish va sog'lomlashtirish, hayotga tayyorlash va normal rivojlangan insonlar jamiyatiga moslashtirish amaliy logopedik vazifalarga kiradi.

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