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O‘QUVCHILAR NUTQINI O‘STIRISH METODIKASI

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Annotatsiya: Ushbu maqolada o‘quvchilar nutqiga qo‘yilgan talablar va uni o‘stirish metodikasi haqida so‘z boradi.

Kalit so‘zlar: Aktiv faoliyat, adabiy til normalari, frazeologiya, so‘z ustida ishlash.

Nutq va uni o‘stirish tushunchasi. Nutq – kishi faoliyatining turi, til vositalari (so‘z, so‘z birikmasi, gap) asosida tafakkurni ishga solishdir. Nutq o‘zaro aloqa va xabar funktsiyasini, o‘zaro fikrni his-hayajon bilan ifodalash va ta’sir etish vazifasini bajaradi.

Yaxshi rivojlangan nutq jamiyatda kishining aktiv faoliyatining muhim vositalaridan biri sifatida xizmat qiladi.O‘quvchi uchun esa nutq maktabda muvaffaqiyatli ta’lim olish qurolidir.

Nutq o‘stirish nima? Agar o‘quvchi va uning tildan bajargan ishlari ko‘zda tutilsa, nutq o‘stirish deganda, tilni har tomonlama (talaffuzi,lug‘ati, sintaktik qurilishini, bog‘lanishli nutqni) aktiv amaliy o‘zlashtirish tushuniladi. Agar o‘qituvchi ko‘zda tutilsa, nutq o‘stirish deganda, o‘quvchilar tilning talaffuzi, lug‘ati, sintaktik qurilishi va bog‘lanishli nutqni muhim aktiv egallashlariga yordam beradigan metod va ish turlarini qo‘llash tushuniladi.

Nutq faoliyati uchun, shuningdek, o‘quvchilar nutqini o‘stirish uchun bir necha shartga rioya qilish zarur:

1. Kishi nutqining yuzaga chiqishi uchun talab bo‘lishi kerak. O‘quvchilap nutqini o‘stirishning metodik talabi o‘quvchi o‘z fikrini, nimanidirog‘zaki yoki yozma bayon xohishi va zaruriyatni yuzaga keltiradigan vaziyat yaratish hisoblanadi,
2. Har qanday nutqning mazmuni, materiali bo‘lishi lozim. Bu material qanchalik to‘liq, boy, qimmatli bo‘lsa, uning bayoni shunchalik mazmunli bo‘ladi.
3. Fikr tinglovchi tushunadigan so‘z, so‘z birikmasi, gap, nutq oborotlari yordamida ifodalansagina tushunarli bo‘ladi. SHuning uchun nutqni muvaffaqiyatli o‘stirishning uchinchi sharti – nutqni til vositalari bilan qurollantirish hisoblanadi.

Nutqni egallashning qator aspektlari mavjud. Bular:

1. Adabiy til normalarini o‘zlashtirish.
2. Jamiyatimizning har bir a’zosi uchun zarur bo‘lgan muhim nutq malakalarini, ya’ni o‘qish va yozish malakalarini o‘zlashtirish.
3. O‘quvchilar nutq madaniyatini takomillashtirish.

Nutq o‘stirishda uch yo‘nalish aniq ajratiladi:

1) so‘z ustida ishlash;
2) so‘z birikmasi va gap ustida ishlash;
3) bog‘lanishli nutq ustida ishlash.

So‘z, so‘z birikmasi va gap ustida ishlash uchun lingvistik baza bo‘lib leksikologiya (frazeologiya va stilistika bilan birgalikda), morfologiya, sintaksis xizmat qiladi; bog‘lanishli nutq esa mantiqqa, adabiyotshunoslik va murakkab sintaktik butunlik lingvistikasiga asoslanadi.

Nutq o‘stirishda izchillik to‘rt shartni, ya’ni izchilligi, istiqboli,xilma-xilligi, xilma-xil turlarini umumiy maqsadga bo‘ysundirish ko‘nikmasini oshirish bilan ta’minlanadi.

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Nutq turlari. Kishilar tildan fikr bayon qilish quroli sifagida foydalanadilar. Ular o‘z fikrlarini ovoz bilan eshittirib bayon qilishdan oldin u haqda o‘ylab oladilar. Bu ichki nutq hisoblanadi. Ichki nutq eshittirilmagan va yozilmagan, «o‘ylangan» (fikrlangan) nutqdir. Tashqi nutq tovushlar yordamida eshittirilib yoki grafik belgilar bilan yozilib, boshqalarga qaratilgan nutqdir.

Ichki nutq materialni tushunish va yodda saqlashga yordam beradi. Fikrni ifodalash usuliga ko‘ra nutq og‘zaki va yozma bo‘ladi.

Og‘zaki nutq ko‘pincha dialog tarzida, yozma nutq esa monolog tarzida bo‘ladi.

O‘quvchilar nutqiga qo‘yilgan talablar. O‘quvchilar nutqini o‘stirishda aniq belgilangan bir qator talablarga rioya qilinadi.

1. O‘quvchilar nutqi mazmundor bo‘lsin.
2. Nutqda mantiqiylik bo‘lsin.
3. Nutq aniq bo‘lsin.
4. Nutq til vositalariga boy bo‘lsin.
5. Nutq tushunarli bo‘lsin.
6. Nutq ifodali bo‘lsin.
7. Nutq to‘g‘ri bo‘lsin.
8. Nutq madaniyatli bo‘lsin.

Nutq o‘quvchilar tafakkurini o‘stirishda muhim vositadir. Nutq fikrni bayon etish vositasi bo‘libgina qolmay, uni shakllantirish quroli hamdir. Fikr nutqning psixologik asosi vazifasini bajaradi, uni o‘stirish sharti esa fikrni boyitish hisoblanadi. Aqliy faoliyat sistemasini egallash asosidagina nutqni muvaffaqiyatli o‘stirish mumkin. SHuning uchun o‘quvchilar nutqini o‘stirish materialni tayyorlash, takomillashtirish, mavzuga oidini tanlash, joylashtirish, mantiqiy operatsiyalarga katta ahamiyat beriladi.

Tafakkur til materiali yordamida nutqiy shakllantirilsa va bayon etilsagina muvaffaqiyatli o‘sadi. Tushuncha so‘zlar yoki so‘z birikmalari bilan ifodalanadi, shunday ekan, tushuncha til vositasi bo‘lgan so‘zda muhim aloqa materialiga aylanadi. Kishi tushuncha ifodalaydigan so‘z (so‘z birikmasi) ni bilsagina, shu tushunchaga asoslangan holda, tashqi nutqda fikrlash imkoniga ega bo‘ladi.

Nutqda fikr shakllantiriladi, shu bilan birga, fikr nutqini yaratadi. “Nutq tafakkur bilan chambarchas bog‘langandir. Nutq bo‘lmasa, tafakkur ham bo‘lmaydi, til materiali bo‘lmasa, fikrni ifodalab berib bo‘lmaydi”.

Fikrni nutqiy shakllantirish uning aniq, tushunarli, sof, izchil, mantiqiy bo‘lishini ta’minlaydi. Tilni egallash shu tilning fonetikasini, lug‘at sostavini, grammatik qurilishini bilib olish, fikrni takomillashtirish uchun, tafakkurni o‘stirish uchun shart-sharoit hozirlaydi. Bilimlar, faktlar, har xil axborotlartafakkurning ham, nutqning ham materialidir. Nutq tafakkur jarayonini o‘rganishning muhim vositasi bo‘lib xizmat qiladi. Nutqdan o‘quvchiniig fikriy rivojining asosiy o‘lchovlaridan biri sifatida foydalaniladi. O‘quvchining barchapredmetlardan materialni o‘zlashtirishi va umumiy aqliy rivojlanishi haqida fikr yuritganda, u yoki bu mavzuni bola o‘z nutqida (yozgan inshosida, axborotida, qayta hikoyalashda, savollarga bergan javobida) qanday bayon eta olishiga qaratiladi. SHunday qilib, nutqni tafakkurdan ajratib bo‘lmaydi, nutq tafakkur asosida rivojlanadi; fikr nutq yordamida pishib yetiladi, yuzaga chiqadi. Ikkinchi tomondan, nutqning o‘sishi fikrni shakllantirishga yordam beradi, takomillashtiradi.

O‘quvchilar nutqini o‘stirishning mashg‘ulotning boshqa turlari bilan bog‘liqligi. O‘quvchilar nutqini o‘stirish boshqa o‘quv predmetlaridan o‘tkaziladigan mashg‘ulotlar bilan ham uzviy ravishda bog‘lanadi. Ona tili darslarida o‘quvchilar til yordamida tabiat va kishilar hayoti haqida bilim oladilar; ular kuzatishni, o‘ylashni va ko‘rganlari, eshitganlari, o‘qiganlari bo‘yicha to‘g‘ri bayon qilishni o‘rganadilar. Ona tili darslari bolalap lug‘atini boyitishga samarali yordam beradi,nutqni tuzishni o‘rgatadi.

O‘qish darsi va u bilan bog‘liq holda olib boriladigan ekskursiya o‘quvchilarga tabiat hodisalari, kishilar hayoti va mehnati haqida, axloq qoidalari, boshqa kishilar bilan muomala normalari haqida bilim beradi; bu darsda o‘quvchi nutqiga, uni shakllantirish va o‘stirishga keng imkoniyat mavjud.

Grammatika va to‘g‘ri yozuv darslarida tilni maxsus o‘rganish bilan bolalar alohida tovush, bo‘g‘in, so‘z va gaplarni eshitishga va aytishga o‘rganadilar. Ular predmet, harakat, belgi bildirgan ko‘pgina so‘zlarni, shuningdek, tovush, harf, bo‘g‘in,o‘zak, so‘z, co‘z yasovchi, forma yasovchi, qo‘shimcha, so‘z turkumi, ot, sifat, son, fe’l, olmosh, bog‘lovchi, gap, gap bo‘lagi, bosh bo‘lak, ikkinchi darajali bo‘lak, darak gap, so‘roq gap, undov gap; turlanish, bosh kelishik singari juda ko‘p yangi terminlarni bilib oladilar.

Boshlang‘ich sinfdagi boshqa darslarda ham o‘quvchilar nutqi xilma-xil so‘zlar bilan boyitiladi.

Matematika darslarida bolalar yangi tasavvur va tushunchalar, juda ko‘p so‘z va terminlar bilan o‘z nutqlarini boyitadilar, mantiqiy fikrlaydilar.

O‘quvchilar tabiatshunoslik darslarida va ekskursiya vaqtida ko‘rgan predmetlarini o‘qituvchi yordamida guruhlaydilar, ularni o‘zaro taqqoslab, o‘xshash vafarqli tomonlarini topib aytadilar. Bular, o‘z navbatida, tabiatga oid ayrim tushunchalarni aniq bilib olishga imkon beradi va tafakkurni, nutqni o‘stiradi.

Mehnat va rasm darslari ham, jismoniy tarbiya, ashula darslari ham, shuningdek, darsdan tashqari mashg‘ulotlar ham o‘quvchilar nutqi va tafakkurini o‘stirishga imkon beradi.

O‘qituvchi barcha darslarda, sinfdan va maktabdan tashqari mashg‘ulotlarda faqat orfoepik talaffuz va adabiy til normalariga rioya qilgan holda ifodali, ta’sirli so‘zlashi, shuningdek, har doim o‘quvchi daftariga barcha hujjatlarga husnixat vaimlo qoidalariga rioya qilgan holda yozishi zarur. Hamda barcha ko‘rgazmalar, lavhalar, stendlar, yozuvlar to‘g‘ri yozilishi kerak.

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