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Chirchik State Pedagogical Institute of Tashkent region

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talabalarni baholash»**

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**«Инновационные технологии в обучении иностранным языкам и
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“Chet tillarni o`qitishda innovatsion texnologiyalar va onlayn ta`lim jarayonida talabalarni baholash” mavzusidagi xalqaro ilmiy- amaliy onlayn konferensiya materiallari:

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Ushbu to`plamda “Chet tillarni o`qitishda innovatsion texnologiyalar va onlayn ta`lim jarayonida talabalarni baholash” mavzusidagi xalqaro ilmiy-amaliy onlayn-konferensiyaga yuborilgan maqola, tezis materiallari jamlangan. To`plamda xorijiy til kompetensiyalarini o`qitishda innovatsion texnologiyalarni amaliyotga samarali joriy etishning ahamiyati, xorijiy tillarni o`qitishda onlayn ta`limning yutuq va muammolari, chet tillarni onlayn tarzda o`qitishda xalqaro baxolash dasturlari va standartlarining o`ziga xosliklari, kasbga yo`naltirilgan xorijiy tilni nomutaxassislik yo`nalishlarda onlayn o`qitish jarayonida xalqaro baholash dasturlari PISA, TIMSS, PIRLS va STEAM standartlari haqida so`z yuritiladi.

Onlayn-konferensiya materiallari soha mutaxassislari, ilmiy tadqiqotchilar, magistratura va bakalavriat talabalari, shuningdek, keng o`quvchilar ommasiga mo`ljallangan.

Maqolalarning ilmiy saviyasi uchun mualliflar mas`uldirlar.

Innovative Technologies in Teaching Foreign Languages and Learner Assessment in Online Education
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Материалы международной научно-практической онлайн-конференции «Инновационные технологии в обучении иностранным языкам и оценивание учащихся в онлайн-обучении»:

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В сборник включены статьи и тезисы докладов международной научно-практической онлайн-конференции «Инновационные технологии в обучении иностранным языкам и оценивание учащихся в онлайн-обучении». Сборник охватывает такие актуальные темы, как важность эффективного внедрения инновационных технологий в обучении иноязычным компетенциям, достижения и проблемы онлайн-образования в иностранных языках, специфика международных программ оценивания и стандарты онлайн-обучения иностранным языкам, международные программы оценивания PISA, стандарты TIMSS, PIRLS и STEAM в процессе онлайн-обучения иностранным языкам по неспециализированным направлениям.

Материалы онлайн-конференции предназначены для специалистов, исследователей, студентов магистратуры и бакалавра, а также широкой общественности.

Ответственность за научный потенциал статей несут авторы.

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This collection includes articles and abstracts submitted to the international scientific-practical online conference "Innovative technologies in teaching foreign languages and learner assessment in online education." The collection contains the importance of effective implementation of innovative technologies in the teaching of foreign language competencies, achievements and Challenges of Online Learning in Foreign Language Teaching, the specifics of international assessment programs and standards for online language teaching, applying international assessment programs PISA, TIMSS, PIRLS and STEAM standards in teaching foreign languages for specific purposes in online education.

The materials of the online conference are intended for specialists, researchers, master's and bachelor's students, as well as for the general public.

The authors are responsible for the scientific value of the articles.

UMUMTA'LIM MAKTABLARI BOSHLANG'ICH SINFLARDA FANLARNI O'QITISH JARAYONIDA O'QUVCHILAR BILAN ISHLASHNING O'ZIGA XOS METODLARI

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ANNOTATSIYA

Ushbu maqolada umumiy o'rta ta'lim maktablarining boshlang'ich sinflarida ona tili va matematika, o'qish fanlarini tashkil etish texnologiyalari va dars jarayonida samarali ta'lim o'yinlaridan foydalanishning jihatlari haqida so'z yuritiladi.

Kalit so'zlar: Ona tili, o'qish, matematika, pedagogik texnologiya, metod, o'quv jarayoni, yozuv, harf tovush, didaktik o'yin.

SPECIFIC METHODS OF WORKING WITH STUDENTS IN THE TEACHING OF SUBJECTS IN PRIMARY SCHOOL

ABSTRACT

This article discusses the aspects of mother tongue and mathematics, technology in the organization of academic subjects, and the use of effective educational games in the classroom in the primary grades of general secondary schools.

Keywords: Mother tongue, reading, mathematics, pedagogical technology, method, learning process, writing, sound, didactic game.

KIRISH

Har bir ijtimoiy tuzum ta'lim oldiga o'ziga xos maqsad va vazifalarni qo'yadi. Bunday vazifalar turli davrlarda turlicha bo'lgan. Jamiyat, fan, texnologiya va ijtimoiy munosabatlar o'zgarishi ana shu maqsadlarning yangilanishiga sababchi bo'ladi. Qadimgi Afina, Sparta va Rim ta'lim tizimining oldiga qo'yilgan maqsadlar yoshlarda asosan harbiy, jismoniy va estetik tarbiyani shakllantirish bo'lgan bo'lsa, o'rta asrlarga kelib matematika, astronomiya, falsafa, geografiya fanlarining gurkirab rivojlanishi sababli ularni o'rganish asosiy maqsad qilib belgilangan. Uyg'onish davri va ayniqsa o'rta asrlardan keyingi davrlarda ta'limning

nafaqat bilim berish, balki ta'lim oluvchini shaxs sifatida rivojlantiruvchi funksiyalariga alohida e'tibor qaratila boshlandi.

MAVZUGA OID ADABIYOTLARNING TAHLILI

Umumiy o'rta ta'limning bir bosqichi bo'lgan boshlang'ich ta'lim 1-4-sinflarni o'z ichiga oladi. Milliy dasturimizda ta'kidlanganidek, bu bosqichda ta'limning yangi tizimini va mazmunini shakllantirish uchun quyidagilar zarur:

*o'quvchilarning qobiliyatlari va imkoniyatlariga muvofiq ravishda ta'limga tabaqalashtirilgan yondashuvni joriy etish;

*ta'lim berishning ilg'or pedagogik texnologiyalarini, zamonaviy o'quv-uslubiy majmualarini yaratish va o'quv tarbiya jarayonini didaktik jihatdan ta'minlash va hakazo.

Mashhur rus olimi K.D. Ushinskiy boshlang'ich maktab o'quv predmetlari tizimida ona tiliga katta ahamiyat berib, uni markaziy va yetakchi predmet hisoblagan. "Ajoyib o'qituvchi bo'lgan ona tili bolaga ko'p narsani o'rgatadi. Bola ikki-uch yil ichida shunchalik ko'p narsa o'rganadiki, ko'p narsa bilib oladiki, 20 yil qunt bilan metodik jihatdan juda to'g'ri o'qiganda ham uning yarmicha o'rgana olmaydi. Ona tilining ulug' pedagogligi ham ana shundadir", - deydi u.

TADQIQOT METODOLOGIYASI

Matematika so'zi grekcha "mathema" so'zidan olingan bo'lib, uning ma'nosi fanlarni bilish demakdir. Matematika fanining o'rganadigan obyektini fazoviy shakllar va ular orasidagi miqdoriy munosabatlardan iboratdir.

Boshlang'ich sinflarda matematika o'qitish bir necha fanlar bilan chambarchas bog'liqdir:

- 1) pedagogika;
- 2) psixologiya;
- 3) o'qitish asosi bo'lgan matematika bilan;
- 4) boshqa o'qitish metodikalari bilan (ona tili, texnologiya...)

O'qish darsining samaradorligi ko'p jihatdan ta'lim metodlarining to'g'ri tanlanishiga bog'liq. Binobarin, fanning o'zi kabi o'qish metodlari ham doimiy rivojlanishda bo'ladi. Masalan, eski maktablarda o'qish quruq yod olish metodi asosida o'rgatilgan bo'lsa, hozir izchilli o'qish asosida olib boriladi. Yod olish metodida matndagi sozlarga izoh berishga, ma'nosini tushuntirishga, o'qilganni qayta hikoyalashga, umuman olganda, o'qishning ongli bo'lishiga mutlaqo e'tibor berilgan. Ularda ko'proq to'g'ri talaffuz, qiroat bilan o'qish, ifodali o'qish nazarda tutilgan. Hozir maktablarda o'qish izohli o'qish metodi asosida olib borilayotgan ekan,

quyidagicha savol tug'iladi: izohli o'qish nima? Boshlang'ich sinf o'qish darslarida asosan she'rlar, masallar, ertaklar, hikoyalar, afsonalar, maqol va topishmoqlar, ilmiy-ommabop asarlar o'qib o'rganiladi. Tabiiyki, ularning har biri o'ziga xos shakl, uslub va mazmunda yaratiladi. Shuning uchun ham har bir janrga mansub asarlarni o'ziga xos usulda o'qib o'rganish taqazo qilinadi. Badiiy asarni izohli o'qishga yaqin bo'lgan metodlardan biri ijodiy o'qishdir. Atoqli metodist olim N.I.Kudryashov ijodiy o'qish metodi tarkibiga quyidagi ish usullarini kiritadi: a) o'qituvchilarning badiiy matnni sharhlab o'qishi hamda o'quvchilarning asarni to'g'ri va imkon qadar yanada chuqurroq, emotsional idrok etishlarini ta'minlash maqsadini ko'zda tutuvchi so'zi: b) o'qituvchining asar o'qilganidan keyin o'quvchilarning asarni tadqiq etish jarayonida tug'ilgan badiiy kechinmalarini faollashtirish maqsadini ko'zda tutuvchi Ko'rinadiki, ijodiy o'qish izohli o'qishdan farqli o'laroq, to'g'ridan to'g'ri matn mohiyatini ochishga ijodiy yondashishni taqozo etadi.

TAHLIL VA NATIJALAR

Didaktik o'yinli metodlar o'quvchi faoliyatini faollashtirish va jadallashtirishga asoslangan. Ular o'quvchi shaxsidagi ijodiy imkoniyatlarni ro'yobga chiqarish va rivojlantirishning amaliy yechimlarini aniqlash va amalga oshirishda katta ahamiyatga ega. Didaktik o'yinlarning asosiy turlari: intellektual (aqliy) va harakatli hamda aralash o'yinlardan iborat. Bular o'quvchilarda aqliy, jismoniy, axloqiy, ma'naviy, ma'rifiy, psixologik, estetik, badiiy, tadbirkorlik, bunyodkorlik, mehnat, kasbiy ko'nikmalarini rivojlantirishga yordam beradi. Bu metod o'quvchini ichki imkoniyatlarini ishga tushirishga, o'ylashga, erkin fikr yuritishga, muloqotga, ijodkorlikka yetaklaydi. Ayniqsa, unda atrof-muhit, hayotni bilishga qiziqish ortadi, uchragan qiyinchilik, to'siqlarni, qanday yengish va tanqidiy fikrlash ko'nikmalarini shakllantiradi. Ta'lim-tarbiya jarayonida asosan o'quvchilarda ta'lim olish motivlarini, ularni turli yo'nalishlardagi qobiliyat va qiziqishlarini oshiradigan, biror kasbga moyilliklarini ko'rsatadigan, didaktik o'yinlardan foydalanish maqsadga muvofiqdir. Didaktik o'yinlar nazariy, amaliy, jismoniy, rol, ishchanlik, va boshqa yo'nalishdagi turlarga ajratiladi. Ular o'quvchilardagi tahlil qilish, mantiqiy fikrlash, tadqiq qilish, hisoblash, o'lchash, yasash, sanash, kuzatish, solishtirish, xulosa chiqarish, mustaqil qaror qabul qilish, guruh yoki jamoa tarkibida ishlash, nutq o'stirish, til o'rganish, yangi bilimlar olish faoliyatlarini rivojlantiradi. Umumiy o'yinlar nazariyasiga ko'ra, mavjud barcha o'yin turlarini tasniflashda ularni funksional, mavzuli, konstruktiv, didaktik, sport va harbiy o'yinlarga ajratiladi. Didaktik o'yin turlarini tanlashda, quyidagi mezonlarga rioya qilish yaxshi natijalar beradi:

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- ishtirokchilarning tarkibi bo'yicha, ya'ni o'g'il bolalar, qiz bolalar yoki aralash guruhlar uchun o'yinlar;
- ishtirokchilarning soni bo'yicha – yakka, juftlikda, kichik guruh, katta guruh, sinf jamoasi, sinflararo jamoasi va ommaviy tarzdagi o'yinlar;
- o'yin jarayoni bo'yicha – fikrlash, o'ylash, topag'onlik, harakatlar asoslangan, musobaqa va boshqalarga yo'naltirilgan;
- vaqt me'yori bo'yicha – dars, mashg'ulot vaqtining reja bo'yicha ajratilgan qismi, o'yi maqsadiga erishguncha, g'oliblar aniqlanguncha davom etadigan o'yinlar.

XULOSA VA TAKLIFLAR

Shuni ta'kidlab o'tish lozimki, ta'lim jarayonida uyushtiriladigan didaktik o'yinlar o'quvchilar tafakkurini rivojlantirishda asosiy vosita sanaladi. Unga dam olish yoki vaqt o'tkazish vositasi emas, balki ta'lim beruvchi faoliyat sifatida qarash lozim. Xulosa o'rnida aytish mumkinki, boshlang'ich ta'limning 1-4 sinflari bola hayotida muhim davrni tashkil qilib, o'quvchining keyingi davrdagi o'qish jarayoniga bo'lgan tasavvurida eng ahamiyatli davrdir. Dars mashg'ulotlari vaqtida har bir o'qituvchi o'z o'quvchisini dars jarayonida faollashtira olsa, bolaning o'qish, o'zlashtirish, bilim, ko'nikma, malakalarni egallash darajasi yuqori ko'rsatkichlarni tashkil etadi.

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