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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
оценивание учащихся в онлайн-обучении»**

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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.

BOSHLANG'ICH SINFLARDA MATEMATIKA DARSLARIDA O'QUVCHILARNING BARCHA TOIFALARI BILAN ISHLASH METODIKASI

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ANNOTATSIYA

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

Kalit so'zlar: Boshlang'ich ta'lim metodikasi, matematika, pedagogik texnologiya, metod, ta'lim va tarbiya, o'quv jarayoni, didaktik o'yin.

METHODS OF WORKING WITH ALL CATEGORIES OF STUDENTS IN MATHEMATICS LESSONS IN PRIMARY SCHOOL

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ABSTRACT

This article discusses the technology of organizing mathematics in the primary grades of general secondary schools and the use of effective educational games in the classroom.

Keywords: Methodology of primary education, mathematics, pedagogical technology, method, education and upbringing, educational process, didactic game.

KIRISH

Boshlang'ich ta'lim umumiy o'rta ta'limning asosiy poydevori, o'quvchilarning kelajakda komil inson bo'lib voyaga yetishini ta'minlovchi muhim bosqich hisoblanadi.

Boshlang'ich matematika kursi, bolalar tafakkuri rivojlanishiga yordam beradi. Shu bilan boshlang'ich bilimlar yagona majmuini yaratadi, ikkinchi

tomondan, zaruriy metodologik tasavvurlarni va fikrlashning mantiqiy tuzilishlarini shakllantirishga yo'naltirilgan bo'ladi.

6-10 yoshli bolalarning fikrlash qobiliyatlarini shakllanishida mas'ul davr ekanligini psixologlar isbot qilishgan. Shu sababli boshlang'ich ta'lim metodikasining, xususan, matematikadan boshlang'ich ta'lim metodikasining vazifalaridan biri o'qitishning yetarlicha yuqori rivojlantiruvchi samaradorligini oshirishni ta'minlashda o'qitishni bolalarning aqliy rivojlanishlariga ta'sirlarini jadallashtirishdan iborat.

Matematikadan boshlang'ich ta'lim-tarbiyaviy vazifalarini nazariy bilimlar tizimi asosidagina hal etishi mumkin. Bu ilmiy dunyoqarash, psixologiya, didaktika, matematikani o'qitish nazariyasini (matematik didaktikasini) o'z ichiga oladi. Biroq birgina nazariy bilimlarning o'zi yetarli emas. O'qitishning ma'lum mazmuni va o'qituvchilarning aqliy faoliyati saviyasi bilan ta'sirlanadigan u yoki bu o'quv yo'nalishi uchun eng samarali usullarni qo'llay bilish darsga tayyorlanishda yoki darsning o'zida yuzaga keladigan aniq metodik vazifalarni hal etishni bilishi zarur.

Boshlang'ich sinflarda bolalarning aqliy rivojlanishlariga asos solinishi sababli boshlang'ich sinf o'qituvchisi uchun o'quvchilarning aqliy faoliyatlari darajasini va imkoniyatlarini bilish hamda hisobga olish muhimdir.

Nazariy bilimlardan amaliyotda foydalanish jarayonida yuzaga keladigan turli-tuman metodik masalalar hal etilishi lozim.

Metodik masalalar har bir darsda yuzaga keladi, shu bilan birga, odatda, ular bir qiymatli yechimga ega emas. O'qituvchi darsda yuzaga keladigan metodik masalaning mazkur o'quv vaziyati uchun eng yaroqli yechimining tez topa olishi uchun bu sohada yetarlicha keng tayyorgarlikka ega bo'lish talab etiladi.

MUNOZARA

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

Boshlang'ich sinflarda matematika o'qitish quyidagi maqsadini o'z oldiga qo'yadi:

a) o'quvchilar matematika darsida olgan bilimlarini kundalik hayotda uchraydigan elementar masalalarni yechishga tatbiq qila olishga o'rgatish, o'quvchilarda arifmetik amallar bajarish malakalarini shakllantirish va ularni mustahkamlash uchun maxsus tuzilgan amaliy masalalarni hal qilishga o'rgatish,

b) matematika o'qitishda texnik vosita va ko'rgazmali qurollardan foydalanish malakalarini shakllantirish. Bunda asosiy e'tibor o'quvchilarning jadvallar va hisoblash vositalaridan foydalana olish malakalarini tarkib toptirishga qaratilgan.

d) o'quvchilarni mustaqil ravishda matematik bilimlarni egallashga o'rgatish.

Boshlang'ich matematika o'qitish metodikasining o'qitish vazifalari:

- 1) ta'lim-tarbiyaviy va amaliy vazifalarni amalga oshirishi,
- 2) nazariy bilimlar tizimini o'rganish jarayonini yoritib berishi kerak;
- 3) o'quvchilarning dunyoqarashini shakllantirish yo'llarini o'rgatishi kerak;
- 4) ta'limni insonparvarlashtirish;

5) matematika o'qitish jarayonida insonni mehnatni sevishga, o'zining qadri-qimmatini, bir-biriga hurmati kabi fazilatlarini tarbiyalashni ko'rsatib beradi;

6) o'qitish metodikasi I–IV sinflar matematikasining davomi bo'lgan V–VI sinf matematikasi mazmuni bilan bog'lab o'qitishni ko'rsatadi. Ularning ilmiy-izlanishda qo'llanilishi.

METODOLOIYA

Boshlang'ich sinf o'quvchilari egallashlari kerak bo'lgan ko'nikma va malakalariga qo'yiladigan talablarni :

- million ichidagi sonlarni;
- natural sonlar qatorining cheksizligini;
- o'nli sanoq sistemasi misolida sonlarning har xil sanoq sistemasida yozilishini;
- pozitsion va nopozitsion sanoq sistemalarini.
- atrof-muhitda mo'ljal ola bilish marshrutni (yo'nalishni)rejalashtirish, harakat yo'lini tanlay olish va h.k.)ni;
- taqqoslash va turli alomatlarini: uzunligi, yuzi, massasi, sig'imiga ko'ra tartibga sola olishni;
- soatga qarab vaqtni aniqlashni (soat va minutlarda);
- maishiy-hayotiy vaziyatlar (savdo-sotiq, o'lchash, tortish va h.k.) bilan bog'liq hisoblashlarga oid masalalarni yechish;
- o'lchamlarni ko'zda «chamalab» baholash;
- mustaqil konstruktorlik faoliyati (turli-tuman geometrik shakllarni qo'llanish imkoniyatlarini hisobga olgan holda).
- 1000000 ichida sonlarning o'qilishini; sonni xona qo'shiluvchilarining yig'indisi ko'rinishidagi yozilishini;

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- sanoq texnikasi (to'g'ri va teskari tartibda sanash, juftliklar va o'nliklar bilan sanash, sondan oldin va keyin keluvchi sonni aytish)ni;
- natural sonlarni o'zaro taqqoslash: «>», «<», va «=» belgilarini to'g'ri qo'llashni;
- qo'shish, ayirish, ko'paytirish va bo'lishning jadvali hollari natijalarini yodda olib qolish, murakkab bo'lmagan hollarda 100 ichida og'zaki hisoblashlarni bajarishni.
- rasmlarda kesma, uchburchak, to'rtburchak, to'g'ri to'rtburchak va kvadratlar, ko'pburchak va aylanani tanishni;
- atrof-muhitdagi geometrik shakllarni tanish va topa olishni;
- uzunlik o'lchov birliklari (mm, sm, dm, m, km)ni, ular orasidagi asosiy nisbatlarni bilish, zarur hollarda ulardan qaysi birini qo'llash maqsadga muvofiqligini tushunish, yuz o'lchov birliklari (kv. sm, kv. dm, kv. m) ni.
- kesma uzunligini o'lchash, berilgan uzunlikdagi kesmani yasash, kesma uzunligini ko'z bilan chamalab o'lchashni;
- chizg'ich, go'niya, sirkuldan foydalanib, to'g'ri to'rtburchak, kvadrat, uchburchak va aylanalar yasashni;
- ko'pburchak perimetrini, to'g'ri to'rtburchak yuzini va kvadrat birliklaridan tuzilgan shakllarning yuzini hisoblashni;
- masalalar yechishda o'rnatilgan geometrik jismlarning hajmlarini hisoblashni;
- bir xil maxrajli oddiy kasrlarni qo'shish va ayira olish hamda bu malakalarni masalalar yechishda qo'llay olishni ***bilishi kerak.***
- 1000000 ichida sonlarni o'qish va yozish;
- sonlarni yozma qo'shish, uch xonali va to'rt xonali sonlarni ayirish, bir xonali va ikki xonali songa ko'paytirish va bo'lish, qo'shish va ayirish, ko'paytirish va bo'lish orasidagi aloqalarni tushunish asosida hisoblashlarning to'g'riligini tekshirish;
- ko'p xonali sonlarni yozma qo'shish va ayirish hamda hisoblash natijalarining to'g'riligini tekshirish;
- ko'p xonali sonlarni bir xonali va ikki xonali sonlarga yozma ko'paytirish va bo'lish hamda hisoblash natijalarining to'g'riligini tekshirish;
- 2–3 amalli sonli (shu jumladan, qavsli) ifodaning qiymatini topish;
- «...ta ortiq», «... ta kam», «... marta ortiq», «... marta kam», «hammasi», «qoldi», «teng» munosabatlarining ma'nosini tushunish va ularni arifmetik amallar bilan to'g'ri bog'lay olish, shu tushunchalarga tayangan holda masalalarni yecha olish;

— kattaliklar (mahsulot narxi, miqdori va qiymati, to'g'ri chiziqli harakatda yo'l tezlik va vaqt) orasidagi bog'lanishlarni qo'llab, amaliy mazmundagi masalalarni yechishni *ko'nikmalariga ega bo'lishi kerak*:

— taqqoslash va turli alomatlariga: uzunligi, yuzi, massasi, sig'imiga ko'ra tartibga sola olish;

— soatga qarab, vaqtni aniqlay olish (soat va minutlarda);

— maishiy-hayotiy (savdo-sotiq, o'lchash, tortish va h.k.) ishlarni bajara olish.

NATIJALAR

Matematika darslarining o'ziga xos yana bir tomoni shundaki, bu o'quv-materialining abstrakligidir. Shuning uchun ko'rgazmali vositalar, o'qitishning faol metodlarini sinchiklab tanlash, o'quvchilarning faolligi, sinf o'quvchilarining o'quvchilarining o'zlashtirish darajasi kabilarga ham bog'liq.

Matematika darslarida turli-tuman tarbiyaviy vazifalar ham hal qilinadi. O'quvchilarda kuzatuvchanlikni, ziyraklikni, atrofga tanqidiy qarashni, ishda tashabbuskorlikni, mas'uliyatni va ishda sof vijdonlikni, to'g'ri va aniq so'zlashni, hisoblash va o'lchash, yozuvlarda aniqlikni, mehnatsevarlik va qiyinchilikni yengishni hislatlarini tarbiyalaydi.

XULOSA

O'quvchilar bilan har bir darsda bir necha tushunchalar bilan ish olib boriladi. Har birini shu darsning turli bosqichlarida o'zlashtirishi mumkin. Har bir tushunchani tushunish boshqa bir tushunchani takrorlash, esga olish bilan olib borilsa, bu tushuncha esa keying tushunchalarni tushuntirish uchun xizmat qiladi. O'qitish jarayonida har bir o'quv materiali rivojlantirilgan holda olib boriladi, bu o'quv materiali o'zidan keyin o'qitiladigan materiallarni tushunish uchun poydevor bo'ladi. Boshqa tushunchaning o'zlashtirish jarayonini qarasak, u bir necha darslarning o'zaro bog'liqli o'qitilishi natijasida hosil bo'ladi. Shunday qilib matematik tushunchalarini hosil qilish birgina darsning o'zida hosil qilinmasdan, balki o'zaro aloqada bo'lgan bir qancha darslarni o'tish jarayonida hosil qilinadi. Bunday darslarni birgalikda darslar tizimi deb ataymiz.

Eng katta talab darsning o'quv-tarbiyaviy maqsadini e'tiborga olish, o'qitish tamoyillarining metodik va umumpedagogik tomonlarini hisobga olishdir. Mavzu bo'yicha yaxshi o'ylangan darslar tizimining o'quv vaqtini mavzuchalarga to'g'ri taqsimlashga bog'liq.

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