

O'QUVCHILARDA O'QISH SAVODXONLIGINI RIVOJLANTIRISH VA BAHOLASHGA DOIR PISA TOPSHIRIQLARI

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Tayanch so'zlar: she'riy matn, savodxonlik, o'qish savodxonligi, nutqiy ko'nikmalar, o'qish, anglash, kreativ fikrlash, mantiqiy o'ylash.

Ключевые слова: поэтический текст, грамотность, грамотность чтения, речевые навыки, чтение, понимание, творческое мышление, логическое мышление.

Key words: poetic text, literacy, reading literacy, speaking skill, reading, understanding, creative thinking, logical thinking.

Mamlakatimizda bugun asosiy e'tibor qaratilayotgan Uchunchi renessansning sodir bo'lishi, albatta, ilm bilan, sifatli ta'lim bilan bevosita bog'liqdir. Buning uchun yoshlarni, bo'lajak kadrlarni fikrlashga, yangicha o'ylashga, yangilik yaratishga o'rgatish lozim. Shuningdek, ilg'or xorijiy tajribalar, xalqaro mezon va talablar asosida baholash tizimini takomillashtirish, shu yo'lga xalqaro tajribalarni o'rganish, mavjud tizimni har tomonlama qiyosiy tahlil qilish, tegishli yo'nalishdagi xalqaro va xorijiy tashkilotlar, ilmiy-tadqiqot muassasalari bilan hamkorlikni yo'lga qo'yish orqali ko'zlangan maqsadga erishish mumkin.

O'zbekiston Respublikasi Vazirlar Mahkamasining "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risida"gi 2018-yil 8-dekabrda 997-sonli qarori bilan O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi huzurida Ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarni amalga oshirish Milliy markazi tashkil etildi. Shu bilan birga, ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarda ishtirok etish vazifalari belgilandi, jumladan, ona tili va adabiyot o'qitish oldiga quyidagi ikki masala qo'ildi:

1. PIRLS – boshlang'ich 4-sinf o'quvchilarining matni o'qish va tushunish darajasini baholash.

2. PISA – 15 yoshli o'quvchilarning o'qish bo'yicha savodxonlik darajasini baholash.

Ushbu loyihalar o'quvchi-yoshlarning ijodiy va tanqidiy fikrlash ko'nikmalari, egallagan bilimlarini hayotda qo'llay olish layoqatiga turli xil topshiriqlar orqali baho berish va keyinchalik bu ko'nikmalar rivojlanishiga turtki berishga xizmat qiladi [1:12].

Maktabda kreativ fikrlashni rivojlantirishning ahamiyati faqatgina mehnat bozori bilan cheklanmaydi. Maktab yoshlar uchun o'z qobiliyat va ko'nikmalarini, shu jumladan ijodiy talantlarini kashf etishda muhim ahamiyatga ega [2:7].

Umumiy o'rta ta'lim tizimining "Ona tili" va "Adabiyot" mashg'ulotlarida asosiy e'tibor mantiqiy fikrlashni rivojlantirishga qaratilishi lozim. Jumladan dars mashg'ulotlarida foydalanilayotgan topshiriqlar o'quvchida hayotiy ko'nikmalarni paydo qilishi lozim. Mazkur topshiriq o'quvchidan biror muammoni hal qilishni talab qilmaydi. Unda zamonaviy o'quvchilar o'qish savodxonligiga o'rgatiladi. O'quvchilarga topshiriq shuki, ular o'qigan va tinglaganlari matnning mazmunini yozma bayon qilib berishadi. O'quvchilar matn bilan tanishib bo'lgandan so'ng o'qituvchi rahbarligida matnni o'qiydilar, unga sarlavha topadilar, uning asosiy g'oyasini, matnning turini, nutq uslubini aniqlaydilar, matn mazmuni bo'yicha o'qituvchi bergan savollarga javoblar beradi va reja tuzadilar. Zarurat bo'lsa matn leksikasi ustida ishlanadi. Bayon yozish topshiriqi nazorat shaklida o'tkazilganda o'quvchi uni mutlaqo mustaqil bajaradi. Topshiriq quyidagilarga mo'ljallangan bo'lishi mumkin:

- turli uslubdagi matnlar ustida ishlash;
- matnni batafsil yoki tanlangan qismi ustida ishlash;
- matndan aniqlangan detal va faktlar ustida ishlash;
- matnning umumiy mazmuni yoki parcha ustida ishlash;
- shaxsiy nuqtai nazarni shakllantirish va asoslash.

Bayon yozish an'anaviy o'qitish uslubiga ko'ra 2 soatga mo'ljallanadi. O'qituvchi topshiriqdan jarayonning istalgan

bosqichida foydalanishi mumkin. Topshiriqni birinchi etapda qo'llagan ma'kul. O'quvchida berilgan topshiriq orqali mustaqil fikr shakllanadi. Shundan so'ng o'qituvchi an'anaviy topshiriqlarni ham berib muallif nutqi, imlo va tinish belgi xatolarini aniqlashi mumkin. Birinchi dars so'ngida o'qituvchi bayon matnini o'qib beradi. O'quvchilar keyingi darsda bayon yozadilar. Masalan, "Haqiqat nima?", "Haqiqat mening tasavvurimda", "Jasur inson". Bayon yozib bo'lingandan so'ng o'quvchilarga uyga ijodiy yozma ish topshiriqini berish ham mumkin.

Xalqimizda egilgan boshni qilich kesmaydi degan maqol bor. Aslida bobolar uqtirmoqdaki, odam aybiga ochiq iqror bo'lishi, jazodan qochib qutulishni ko'zlamasligi, aksincha, bunga tik bora bilishi kerak. Mazkur maqol hargiz mutelikni targ'ib qilmaydi. Biroq xalqda qullik psixologiyasi kuchayib ketsa, zulm qilichiga bo'yin egib borish, bo'yin egib yurish odatga aylanib qolishi hech gap emas. Tarki odat esa amri maholdir. Shavkat Rahmon she'rlarida bu holatga o'zgacha ahamiyat qaratadi. Yovqur shoir qilich kesmasin deb egilgan boshlardan nafratlanadi va nafratini satrlariga singdiradi [3].

1-topshiriq. She'riy va nasriy matnlarda qo'llangan qaysi jumla shoir tomonidan o'zgartirilgan? Sababini izohlashga urinib ko'ring.

2-topshiriq. Matnning qaysi qismida shoir o'zgartirgan?

A. Hech qanday o'zgarish mavjud emas

B. Jumla asli tarixan shunday bo'lgan

C. ***

D. ***

3-topshiriq. Ikki o'quvchi matnni o'qib undagi asosiy mavzuga munosabat bildiradi. Qaysi birining fikri asosli ekanligi muhim hisoblanadi.

4-topshiriq. Matnning qaysi qismida shoir o'zgartirgan til birligi mavjud?

5-topshiriq. Matn mazmuniga mos keluvchi boshqa biror xalq maqoli yoki hikmatli so'z keltiring.

6-topshiriq. Shoir jasurlikni qanday so'zlar orqali ma'lum qilganini bayon qiling.

7-topshiriq. Nasriy matn muallifi she'rdagi hodisani izohlay olganmi?

8-topshiriq. Berilgan jumlaning davom ettiring.

«egilgan boshlarni qilich -----»

9-topshiriq. Sifatlashlarning ma'nosini izohlab bering. "Aslida atirgul bo'yin taratgan bu o'ynoqi so'zlar meniki-masdir. Menga nonda zarur, qilichday keskir, zaharday mard so'zlar bo'lsayok basdir".

10-topshiriq. (Uyga vazifa) Jasorat haqida o'z tasavvuringiz ifoda qiluvchi ijodiy bayon yozib keling. Unda matndan olgan taassurotlaringiz ham aks etsin.

Topshiriq haqida izoh

Topshiriq turi: **pozitsion**

Matn turi: **badiiy**

Topshiriqning tuzilishi: matn mazmunining saviyasi (Birinchi va ikkinchi darajali hodisalar)

2-topshiriq Ahamiyati: ma'lumotlar ustida ishlash

Topshiriqning qiyinlik darajasi (O'qish savodxonligi): 2

1 ball – javobda so'zlarning ma'nosi to'g'ri anglangan holda bayon qilingan.

0 ball – boshqa javoblar to'liq emas

3-topshiriq

Ahamiyati: zarur ma'lumotlarni topa olish

Topshiriqning qiyinlik darajasi (O'qish savodxonligi): 2

1 ball – matndan kerakli ma'lumotlarni ajrata oladi.
Jadvalga kerakli so'zlarni to'g'ri joylashtirgan.

0 ball – boshqa javoblar to'liq emas.

4-topshiriq

Ahamiyati: ma'lumotlarni qiyoslash

Topshiriqning qiyinlik darajasi (O'qish savodxonligi): 2

1 ball – javobda so'zlarning ma'nosi to'g'ri anglangan holda bayon qilingan.

0 ball – boshqa javoblar to'liq emas

5-topshiriq

Ahamiyati: ma'lumot izlash

Topshiriqning qiyinlik darajasi (O'qish savodxonligi): 1

1 ball – javobda talab etilgan ma'lumot o'rni to'g'ri aniqlangan.

0 ball – boshqa javoblar to'liq emas [4].

Xulosa o'rnida shuni aytish mumkinki, she'riy matnlar inson tafakkurini sayqallashtiradigan, teran fikrlashga undaydigan obrazli fikrlash ko'nikmasini tarkib toptiradigan muhim xususiyatga ega. Hatto aniq va tabiiy fanlar bo'yicha tadqiqot, ijodiy faoliyat olib boruvchilar ham adabiyotdan, badiiy matnlardan ma'naviy quvvat, fikr oladi. Shu ma'noda she'riy matnlarni teran anglash uchun uni o'qiy olish, yashirin ma'nolarni ilg'ay olishga o'rgatish lozim. Bularning barchasi o'qish savodxonligini rivojlantiruvchi topshiriqlarga bevosita bog'liq.

Adabiyotlar

1. O'quvchilarda o'qish, tabiiy-ilmiy va matematik savodxonlikni baholashga mo'ljallangan topshiriqlar to'plami. Milliy markaz. –T.: 2020. 61-b.

2. Pisa tadqiqotida kreativ fikrlashni baholash doirasi. –Toshkent: «Navro'z», 2020, 7-b.

3. https://yoshlikjurnali.uz/wp-content/uploads/shavkat_rahmon_ucharshoir.jpg

4. http://kkmetodika.uz/uploads/document/2019/4/df0eddb8_7a6c_a9e4_9f26_7984.pptx

REZYUME

Maqolada ona tili va adabiyot mashg'ulotlarida foydalaniladigan PISA o'quv topshiriqlarini ishlab chiqish, ulardan foydalanish, matn mazmunini idrok ettiruvchi, shuningdek, ularning shakllanganlik darajasini baholovchi topshiriqlar tizimi haqida fikr yuritilgan.

РЕЗЮМЕ

В статье рассматриваются вопросы разработки, использования специальных учебных заданий, используемых на уроках родного языка и литературы, система заданий, отражающих содержание текста, а также оценивающих степень их сформированности.

SUMMARY

The article deals with the development and use of special educational tasks used in the lessons of the native language and literature, the system of tasks that reflect the content of the text, as well as assess the degree of their formation.

IMPROVING THE PEDAGOGICAL MECHANISM OF DEVELOPING STUDENTS' CULTURE OF INTERETHNIC COMMUNICATION ON THE BASIS OF A BILINGUAL APPROACH

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Tayanch so'zlar: ikki tilli yondashuv, madaniyat, millatlararo muloqot, bag'rikenglik, madaniyatlararo muloqot.

Ключевые слова: двуязычный подход, культура, межнациональное общение, толерантность, межкультурное общение.

Key words: bilingual approach, culture, interethnic communication, tolerance, intercultural communication.

Most of the countries on the planet are multinational, consequently, the most important condition for government's strength is to form multinational friendly relations on the basis of flexible national policy, foremost in the education sector.

The problem of tolerant attitude of different nations to one another has touched almost everyone, and it is ubiquitous, since the process of globalization is actively and purposefully carried out in the world, which activates migration around the world.

In this case, the formation of a culture of interethnic communication among students is becoming one of the primary tasks of universities [1:59-76]. Among the many subjects taught in high school, a discipline that is designed to prepare students for intercultural interaction, they form a culture of inter-ethnic communication, is "Foreign Language". The very specificity of this school subject, objectives which it pursues, are able to provide an opportunity for the education of students of culture of dialogue with the representatives of other nationalities. Educational and nurtural potential of the discipline can be successfully used to teach students to communicate with representatives of other nations, following all the rules of basic communication, the general principles and requirements of humanistic ethics. On this basis, to develop in them a culture of communication with representatives of other nationalities, to develop empathy, to bring up national pride and ethno-cultural tolerance.

Therefore, at the modern level, in the context of world globalization and integration, education and training in the spirit of tolerance for the culture of various ethnic groups is necessary, and this is possible only within the framework of

improving the pedagogical mechanism for the development of a culture of interethnic communication among students, which is based on a bilingual approach.

It is very important for a modern government to get not only a qualified specialist, but also a cultured person, capable of quick adaptation in the new constantly changing conditions of life, and ready for self-improvement. This is quite possible, only it is necessary to use the bilingual approach more actively, which is intended to create such a favorable socio-psychological environment in educational institutions where each student, regardless of his identity, has the same opportunities for realizing his constitutional right to receive of equal education, for the realization of their potential chances and social development within the period of study.

The range of tasks of a modern specialist requires not just proficiency in a foreign language in a special field, but the ability to solve professional problems in a multilingual professional environment, i.e. to have a high level of formation of bilingual competence, which is multi-component.

From these positions, the use of bilingual approach as a basic is the most effective means of forming a culture of interethnic communication, which, among other things, is formed in the conditions of bilingual competence of future specialists. This, in turn, is focused on systematic lessons on the acquisition of a foreign language, which are aimed not only at the linguistic component of this competence, i.e. knowledge of special terms and translation of texts in a special field, but also at the formation of meaningful professionally oriented communication and the ability to understand the cultural code of other people.

The result of bilingual education of students at each stage is a given level of formation not only professional