

BO‘LAJAK MAKTABGACHA TA‘LIM TASHKILOTLARI TARBIYACHILARINING KASBIY TAYYORGARLIGINI RIVOJLANTIRISHNING METODIK TA‘MINOTI

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Tayanch so‘zlar: metodik ta‘minot, o‘quv metodik ta‘minot, dasturiy ta‘minot, texnik ta‘minot, didaktik ta‘minot, tashkiliy ta‘minot.

Ключевые слова: методическое обеспечение, учебно-методическое обеспечение, программное обеспечение, техническое обеспечение, дидактическое обеспечение, организационное обеспечение.

Key words: methodological support, educational methodological support, software, technical support, didactic support, organizational support.

Har qanday sohada ma‘lum darajada muvafaqqiyatga erishish uchun o‘sha sohaning ta‘minlanish darajasi yuqori bo‘lishi lozim. Bu mavzuga oid hayotiy haqiqatlarni biz har kuni hayotiy jarayonlarda ko‘ramiz. Inson faoliyatining asosiy mazmunini belgilovchi ta‘lim sohasida ham bu masala har doim asosiy masalalardan bir sifatida e‘tibor markazimizda turadi. Ta‘lim tizimini metodik ta‘minlash o‘qitish materiallari to‘plami bo‘lib u barchasi gumanitar fanlar va san‘at sohasi, ijtimoiy fanlar, biznes va huquq, fan va muhandislik ishi, ishlov berish texnologiyasi va qurilish, qishloq xo‘jaligi, sog‘liqni saqlash sohalar uchun ham birdek taalluqli masala hisoblanadi.

Mavzuga oid manbalarni o‘rganib chiqish natijasini umumlashtirgan holda aytilish mumkinki maqola mavzusining asosiy mazmuni bo‘lgan “Pedagogik dasturiy ta‘minot” masalasi turli manbalarda turlicha talqin etiladi, ammo ko‘pchilik olimlarning fikrlari o‘xshashdir. Misol uchun, Kuxtin D.V. “Pedagogik dasturiy ta‘minot ta‘lim tizimini o‘rganish jarayonida foydalanish uchun mo‘ljallangan alohida dastur va dasturiy paket hisoblanadi,” - deb ta‘riflaydi. N.N.Gorlushkina esa “Pedagogik dasturiy ta‘minot kompyuter va telekommunikatsiya texnologiyalaridan foydalanish asosida o‘quv jarayonini texnologik qo‘llab-quvvatlash” mumkin ekanligini o‘z tadqiqotlarida ta‘kidlaydi. Mazkur muammo ustida ilmiy izlanishlar olib borgan mutaxassislar fikriga ko‘ra pedagogik dasturiy vositalarni quyidagilarga ajratish mumkin:

- o‘rgatuvchi dasturlar – talabalarning bilim darajasi va qiziqishlaridan kelib chiqib yangi bilimlarni o‘zlashtirishga yo‘naltiradi;

- test dasturlari – egallangan bilim, malaka va ko‘nikmalarni tekshirish yoki baholash maqsadlarida qo‘llaniladi;

- mashq qildirgichlar – avval o‘zlashtirilgan o‘quv materialini takrorlash va mustahkamlashga xizmat qiladi;

- virtual o‘quv dasturlar - o‘qituvchi ishtirokidagi masofaviy o‘quv muhitini shakllantiruvchi dasturlarni qamrab oladi;

O‘rganilgan adabiyotlar va ilmiy tadqiqot ishlarini o‘rganish natijasida shu narsa ayon bo‘ldiki bo‘ljak maktabgacha ta‘lim tashkilotlari tarbiyachilarining kasbiy tayyorgarligini rivojlantirishning metodik ta‘minotiga qo‘yilgan talablar mavjud:

Metodik ta‘minotga qo‘yiladigan didaktik talab- ilmiylik, tushunarlik, qat‘iy bayon etilishi, uzluksizlik, yaxlitlik, interfaollik va boshqalar;

Metodik ta‘minotga qo‘yiladigan metodik talab – har bir fanning o‘ziga xosligini hisobga olish, axborotning zamonaviy metodlarini o‘zaro bog‘lash, o‘zaro aloqadorlik, turli-tumanlik;

Metodik ta‘minotga qo‘yiladigan psixologik talab-idrok etish, tasavvur, motivatsiya, xotira, tasavvur, yosh va individual xususiyatlarning hisobga olinishi;

Metodik ta‘minotga qo‘yiladigan estetik talab - tartiblilik va ifodalilik, bezashning funksional talablarga mosligi.

Metodik ta‘minot – maktabgacha ta‘lim tashkilotlari, umumta‘lim maktablari, professional ta‘lim texnikumlari, oliy ta‘lim muassasalari uchun yaratilgan milliy o‘quv

dasturlari, xorijiy ta‘lim adabiyotlari, fan texnika sohasi vutudlari, axborot texnologiyalar vositalari va ommaviy axborot kommunikatsiya matreallari misolida ko‘z oldimizda gavdalanadi. Avniisa ta‘lim sohasining natejadorligi bu sohaning metodik ta‘minotiga ko‘p jihatdan bog‘liq sanaladi. Ta‘lim sohasida metodik ta‘minot tushunchasi asosan to‘rtta qismga airaladi. Jumladan: o‘quv-metodik ta‘minot, o‘quv-dasturiy ta‘minot, didaktik ta‘minot, o‘quv-tashkiliy ta‘minot

O‘quv-metodik ta‘minot tarkibida sohaga oid bo‘lgan o‘quv dasturlari, darsliklar, o‘quv va uslubiy qo‘llanmalar misol bo‘la oladi. O‘quv metodik ta‘minotni tashkil qiluvchi manbalar orasida asosiy o‘rin darslik va o‘quv qo‘llanmalarga ajratiladi. Qolgan o‘quv-metodik ta‘minot vositalari darsliklar bilan yaqindan bog‘langan bo‘lib, darslikdagi g‘oyalarni tushuntirish va rivojlantirishga xizmat qiladi. O‘quv-metodik ta‘minot manbalari tarkibiga davriy nashrlardagi manbalar ham taalluqli bo‘lib ularga, Oliy ta‘lim, fan va innovatsiyalar vazirligi, Maktabgacha va maktab ta‘limi vazirliklari tomonidan nashr etiladigan uslubiy materiallar va me‘yoriy hujjatlar ham misol bo‘la oladi. O‘quv-metodik ta‘minot manbalari orasida keng tarqalgan va hozirgi davrda juda muhim bo‘lishga ulgurgan o‘quv-metodik ta‘minot elektron o‘quv-metodik materiallardir. Elektron o‘quv-metodik matreallar foydalanishga nisbatan bir qancha qulayliklarni o‘zida mujassamlashtirganligi bilan ajralib turadi. Bugungi kunda foydalanuvchilar tomonida elektron o‘quv-metodik qo‘llanmalarga nisbatan ehtiyoj katta.

Biz o‘rganayotgan ilmiy muammo mavzusiga oid bo‘ljak maktabgacha ta‘lim tashkilotlari tarbiyachilarining kasbiy tayyorgarligini rivojlantirish metodikasiga oid bo‘lgan darsliklar hamda o‘quv qo‘llanmalar sonni anchagina. Misol uchun, Axmetjanov M.M. va boshq. tomonidan yaratilgan “Kasbiy ta‘lim metodikasi” darsligi bo‘lib bu darslikda mualliflar kasbiy ta‘limi metodikasining asosiy tushunchalari, uning asosiy qonuniyatlari va ta‘lim jarayoni, o‘qituvchi va talaba shaxsi faoliyatini uyg‘unlashtirish texnologiyalari, ta‘lim mazmunini tanlash tamoyillari, kasbiy ta‘limning tashkiliy shakllari, o‘qitish vositalari va ularning qo‘llanishi, kasbiy ta‘limni tashkil etishda innovatsion texnologiyalarini qo‘llash, talabalarda umummehnat va kasbiy ko‘nikma hamda malakalarni rivojlantirish jarayonida ta‘lim vositalaridan foydalanish texnologiyasiga tavsif berilganligi bilan ahamiyatli bo‘lib, bu darslikda kasb va uni tanlash tushunchasiga quydagicha ta‘rif beriladi. “Kasb, yoki – kasb qilmoq kabi so‘z va tushunchalar arab tilidan kirib kelgan bo‘lib, (kasaba) fe‘lning o‘zagi hisoblanadi. Arab tilidagi kasaba so‘zi qo‘lga kiritmoq, ishlab topmoq, qozonmoq, ishini bajarmoq, qandaydir foyda-manfaatga, yutuqqa ega bo‘lmoq kabi ma‘nolarni anglatadi”. Aynan mana shu mavzuga oid bo‘lgan fikrlar va darsliklar dasturiy vosita bo‘la oladi [1:41]. Bundan tashqari G.O.Ochilova tomonidan yaratilgan “Kasbiy kompetentlik” nomli o‘quv qo‘llanma mavjud mazkur o‘quv qo‘llanma kasbiy kompetentlik, zamonaviy pedagog modeli, kasbiy kompetentlikning metodologik asoslari, kasbiy kompetentlikni shakllantirishda pedagogik mahoratning o‘rni, ta‘lim texnologiyalarini qo‘llashda kasbiy kompetentlikning ahamiyati, kreativ yondashuv asosida kasbiy mahoratni rivojlantirish yo‘llari haqidagi ma‘lumotlar bilan boyitilgan

bo'lib bu qo'llanma quyidagi fikrlarni ko'rishimiz mumkin. "Nazariy kompetentlik – bu bir butun yig'ilgan bilimlar jamlanmasi bo'lib undan foydalana olish va uni yanada boyitib borish demakdir". Bu fikrlar va adabiyot bo'lajak tarbiyachilarning kasbiy mahoratni va kasbiga bo'lgan muhabbatini shakllantirishda foydalaniladigan adabiyot sifatida o'quv-metodik manba hisoblanadi [2:141].

Yuqorida nomlari qayd etib o'tilgan darslik va o'quv qo'llanmalar bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachilarining kasbiy tayyorgarligini rivojlantirish mavzusida olib borayotgan ilmiy izlanishlarimiz uchun metodik ta'minot bo'la oladi. Ta'kidlab o'tish joizki o'rganilgan adabiyotlar va manbalar o'rganilib chiqilishi natijasida aynan maktabgacha ta'lim yo'nalishi talabalarining kasbiy tayyorgarligini rivojlantirish metodikasiga oid darslik yoki o'quv qo'llanma mavjud emas. Ko'rinadiki bu mavzu yuzasidan olib borilayotgan ilmiy ish natijalari amaliyotga tatbiq etilishi zarur.

Dasturiy ta'minot mazmuni sohaga oid yangi dasturiy mahsulotni ishlab chiqishda u yoki bu ma'lum dasturiy mahsulotdan foydalanish maqsadga muvofiqligini asoslab beradi. Dasturiy ta'minotlar tarkibini kompyuterlarning tayanch dasturiy ta'minoti va ma'lum bir mavzularini o'rganishga yordam beradigan pedagogik dasturiy vositalar kompleksini tashkil etadi. Sh.Pozilova mualifligi ostida yaratilgan "Pedagogik dasturiy vositalar" nomli o'quv qo'llanma mavjud bo'lib bu o'quv qo'llanmada pedagogik dasturiy vositalarni ta'lim jarayoniga tatbiq etish masalalari yoritilgan. Asosiy e'tibor pedagogik dasturiy vositalarning maqsad, vazifa va turlari, E-learning texnologiyalari elektron ta'lim resurslarini batafsil bayoniga qaratilgan bo'lib bu qo'llanma soha uchun dasturiy ta'minot bo'la oladi. Bu qo'llanmada dasturiy vositaga quydagicha ta'rif beriladi. "Pedagogik dasturiy vositalar – kompyuter texnologiyalari yordamida o'quv jarayonini qisman yoki to'liq avtomatlashtirish uchun mo'ljallangan didaktik vosita hisoblanadi". Bu qo'llanmadagi manbalarni inobatga olgan holda qo'llanmani bo'lajak tarbiyachilar uchun kasbiy faoliyatga tayyorlovchi dasturiy vosita bo'la oladi [3:29].

Texnik ta'minot-kompyuterning barcha qurilmalarini qamrab oluvchi tushuncha bo'lib bu tushunchaga oid bo'lgan mahoratning mavjudligi bugungi zamonaviy pedagoglar uchun har qachongidan zarurdir. Bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachilarining kelajak mehnat faoliyatida zamonaviy texnik vositalardan mustaqil foydalana olish va buning natijasida ta'limiy jarayonlardagi yuqori natejaga erishish masalasi bugungi kunning asosiy masalalaridan biridir. Tashkiliy ta'minot bo'lajak mutaxassislarining pedagogik dasturiy vositalar va axborot texnologiyalarini samarali qo'llashni o'rgatish natijasida, ma'lum bir ta'lim tashkilotini rivojlantirish va o'quv muassasasi xodimlarining faoliyatini faollashtirishni ko'zda tutadi. Texnik ta'minotni qo'llashdan asl ko'zlangan maqsad o'quv-tarbiya jarayonida foydalanadigan texnik vositalarni tanlashni iqtisodiy asoslash va ularga bo'lgan ijobiy munosabatni yaxshilashdan iborat. Zamonaviy qurilmalar sifatida tasvirlangan har xil texnik vositaning kasbiy faoliyatimizda foydaliligi jihatidan o'ziga xos ahamiyati bor. Ammo bugungi kunda MTT larida faoliyat olib borayotgan soha mutaxassislarida dasturiy va texnik vositalardan foydalanish bo'yicha yetarlicha bilim va ko'nikma mavjud emas. Bu kamchilikning asosiy sababi sifatida MTT larida dasturiy va texnik vositalarning

yetishmovchiligi yoki umuman mavjud emasligi ko'rsatiladi. Bundan ko'rinadiki bo'lajak soha mutaxassislarini talabalik vaqtida har qaysi mutaxassislik fanlar kesimida alohida mazkur mavzuga oid alohida mavzular ajratilishi va talabalarining o'z ustida mustaqil ishlashlariga shart-sharoit yaratilishi lozim. Dasturiy va texnik vositalarning hech biri bo'lajak tarbiyachilar uchun shunchaki texnik asbob-uskuna bo'lib qolmasligi kerak.

Didaktik ta'minot deganda, ma'lum bir qonuniyat, tamoyillar va uni amalga oshirish shart-sharoitlariga asoslanadigan shaxsga yo'naltirilgan pedagogik texnologiyalar tushuniladi. Didaktik ta'minot – shaxsning axborot madaniyatini shakllantirish uchun didaktika, psixologiya, ergonomika, informatika va boshqa fan sohalarining muvafaqqiyatlariga asoslangan holda tashkil etilgan o'quv-uslubiy majmua tushuniladi. Didaktik ta'minot bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachilarining kasbiy tayyorgarligini rivojlantiruvchi asosiy metodik ta'minot turlaridan hisoblanadi va u talabalarni o'quv faoliyati bilan birgalikda olib borilayotgan pedagogik amaliyotlarda ko'proq qo'llaniladi. Didaktik ta'minot tarkibini ko'rgazmali qurollar, oddiy tajribalar, multimedia vositalari va boshqalar tashkil etadi. Ko'rgazmali qurollarni talabalar pedagogik amaliyotlarda maktabgacha yoshdagi bolalarga oy va hafta mavzularini frontal mashg'ulotlar orqali tashkil etishda belgilangan mavzuni faqat eshitib emas balki ko'rib va amalda foydalanish orqali o'zlashtirishlari uchun foydalanadilar. Oddiy tajribalar olingan bilimlarni laboratoriya ishlari orqali natijasini ko'rish va uning ahamiyatiga oid ma'lumotlarni uzoq vaqt eslab qolishlari uchun qo'llaniladi. Maktabgacha yoshdagi bolalar qo'l mehnati va oddiy tajribalarga alohida qiziqish bildiradi. Multimedia bugungi kunda maktabgacha yoshdagi bolalarning eng asosiy tafakkurini tezlashtiruvchi vositalarning eng muhimi bo'lib, multimediadagi tasvir, ovoz va harakatning mujasamligi ularning mujizalarga boy olamiga ancha yaqin. M.Alikulova mualifligida "Oila akseologiyasi asosida maktabgacha yoshdagi bolalar tarbiyasini modellashtirish tizimini takomillashtirish asoslari" nomli maqolasida "Maktabgacha yoshdagi bolalarining ijodkorligini rag'batlantirish, bolalar e'tiborini qadriyatlarining o'ziga xos ahamiyatiga qaratish, ularning ichki va tashqi dunyosini tartibga soluvchi qadriyatlar namunalari qiziqtirish masalalari yoritilishi bilan bir qatorda maktabgacha yoshdagi bolalarning madaniy muhitni o'rganish, shaxsiy tajribasi doimo ekzistensial, tajriba va ichki sezgi bilan to'yintirish masalalarini didaktik vositalar oqali qo'llash muhim" degan fikri kiritilgan. Shu mavzuda berilgan ma'lumotlar mazmuniga asoslanib didaktik ta'minot bo'lajak soha mutaxassislarining kasbiy tayyorgarligini rivojlantirishga yordam beradi deyishimiz mumkin [4:2].

Xulosa sifatida aytish mumkinki, bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachilarining kasbiy tayyorgarligini rivojlantirishning metodik ta'minoti sifat va saviya jihatdan yuqori darajada bo'lishi zarur chunki bo'lajak soha mutaxassislari tanlagan mutaxassisliklarining eng asosiy jihatlari, asosiy mezonlarini, kasbiy va shaxsiy talabalarini metodik ta'minotning tarkibini hosil qiluvchi darsliklardan, o'quv qo'llanmalardan, zamonaviy dasturiy vositalardan, texnik vositalardan hamda tashkiliy vositalardan foydalanish orqali egallaydi.

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REZYUME. Mazkur maqola bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachilarining kasbiy tayyorgarligini rivojlantirishning metodik ta'minoti mavzusida yoritilgan bo'lib, maqolada metodik ta'minot tushunchasining mohiyati, metodik ta'minotning tarkibiy qismlari, ularning ahamiyati va ulardan ta'lim-tarbiyaviy jarayonlarda foydalanishning afzalliklari haqida so'z yuritilgan.

РЕЗЮМЕ. В данной статье освещена тема методического обеспечения развития профессиональной подготовки педагогов будущих дошкольных образовательных организаций.

SUMMARY. This article covers the topic of methodical support for the development of professional training of teachers of future preschool educational organizations.

IMPLEMENTING SHORT STORIES IN LANGUAGE TEACHING AND LEARNING

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Tayanch so'zlar: til, chet tili, ingliz tili chet tili sifatida (EFL) o'qitish, til o'rganish, adabiyot, hikoyalar, ko'nikmalar.

Ключевые слова: язык, иностранный язык, преподавание английского как иностранного (EFL), изучение языка, литература, рассказы, навыки.

Key words: language, foreign language, English as a foreign language (EFL) teaching, language learning, literature, stories, skills.

Language is one of the vital aspects of interaction between people. The role of language in society is very important. The society and language are connected with each other. Because society cannot exist without language or language cannot exist without society. Language that is acquired subconsciously is available spontaneously during conversation because it is easy used when it is needed [4]. Learning a foreign language allows individuals from many nations or cultures to communicate in the same language and exchange ideas. We can communicate with a wider audience thanks to the foreign language.

The concept that teaching English as a foreign language (EFL) should primarily aim at assisting students in becoming proficient communicators in the language, since many teachers still maintain that the focus of an EFL lesson should be on linguistic features alone. Nonetheless, a growing tendency in EFL instruction suggests that including literature is essential due to its abundant capacity to offer a genuine representation of language usage.

Within the nineteenth century, the Grammar Translation Method prevailed English as a foreign language (EFL) teaching. In that time, interpreting scholarly writings from the outside dialect to the students' local language was one of the most learning exercises. But when this strategy was supplanted by the Structuralism Approach, amid the 1960s to the conclusion of 1970s, writing was now not utilized. In any case, since the 1980s the circumstance changed very profoundly and writing is experiencing a broad reexamination inside the language teaching profession. The consideration of literary works in EFL classes has pulled in more intrigued among instructors, and increasingly thinks about on how to utilize writing in foreign language classes are conducted. This intrigued in utilizing writing in language educating lies in three interrelated components: authenticity, culture and individual development. To begin with of all, scholarly writings can be more useful than instructive materials in invigorating the securing handle as they give authentic settings for preparing modern language. Since scholarly writings contain language expecting for local speakers, literature stands as a show for dialect learners to gotten to be commonplace with diverse shapes and traditions [2]. Containing genuine cases of syntactic structures and lexicon things, the scholarly writings raise learner's mindfulness of the extend of the target language and development their competence in all language abilities [6]. Moment, utilizing literature in language educating has the advantage of giving social data almost the target language. Scholarly writings increment foreign language learners' understanding into the nation and the individuals whose dialect is being learnt [1], which cultivates learners' capacity to translate talk totally different social and social target language settings. At long last, since writing empowers understudies to get it and appreciate other societies, social orders and philosophies diverse from their possess, it empowers individual development and mental improvement.

Stories appear to be the best literary genre to use for this since they may help learners improve all four skills. Encouraging students to study English via storytelling gives them the chance to broaden their perspectives, pique their interest, and become more conscious of the diverse applications of the language. There is no denying that stories have an enormous part in making a difference understudies create their proficiency. Whereas utilizing stories instructors ought to center not as it were on etymological but moreover on scholarly and social components. Since brief stories offer these components, they are profoundly useful to utilize in EFL educating programs. In any case, the determination of brief stories should be exhausted reference to the course objective, the learner'sTM profile, and the story substance in arrange to form the finest of it. Since each instructing circumstance is one of a kind, the utilize of one single piece of writing shifts from classroom to classroom and from educator to instructor.

"Stories may bridge the gap between language study and language use and also to link classroom learning with the world outside. Some of the activities do not always have a very large language element but are nevertheless important in creating a feeling among the pupils that learning English means fun, activity, creativity and enjoyment"[1]. Repetition of stories enables learners master the language better. "Many stories contain natural repetition of key vocabulary and structures. This helps learners to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative". Stories are motivating, challenging and great fun for learners. They "can help develop positive attitudes towards the foreign language, culture and language learning"[3].

Current research shows that stories can be used to provide different activities for speaking classes. Story creates a meaningful context to teach different language focuses and to improve the students' interpretative strategies.

Scientists have long known that human beings are storytelling creatures. For centuries, we have told stories to transmit information, share histories, and teach important lessons. While stories often have a profound effect on us due to emotional content, recent research also shows that our brains are actually hard-wired to seek out a coherent narrative structure in the stories we hear and tell. This structure helps us absorb the information in a story, and connect it with our own experiences in the world. According to Harmer&Puchta (2018) stories motivate students, they create a special classroom atmosphere, they engage students emotionally but they also have an impact on how much students can remember from the lesson [5].

A 2010 study in the Proceedings of the National Academy of Sciences showed an intimate connection between the brain activity of speakers and listeners in conversation, demonstrating how the brain of an engaged listener "syncs up" with a speaker. By engaging students with compelling stories that impart important material, teachers reach