

BOSHLANG'ICH SINFLARDA SIFAT SO'Z TURKUMINI O'RGATISH TEXNALOGIYASI

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ANNOTATSIYA:

Maqolada zamonaviy ta'lim berish jarayonida Ona tili fanining "Sifat so'z turkumi" ni o'qitishda muammoli ta'lim texnologiyalaridan foydalanishning metodik asosi yoritilgan. Mazkur maqola umumta'lim maktablarining ona tili darslarida foydalanish uchun manba bo'lib xizmat qiladi

Kalit so'zlar: pedagogik, ta'lim, boshlang'ich sinf, ta'lim texnologiyalari.

АННОТАЦИЯ: В статье описаны методические основы использования проблемных образовательных технологий при обучении «Прилагательной лексики» родного языка в курсе современного образования. Эта статья служит ресурсом для использования на уроках родного языка в средних школах.

Ключевые слова: педагогический, образовательный, начальный класс, образовательные технологии.

ANNATATION:

In the article, the methodical basis of using problem-based educational technologies in the teaching of the "Adjective word group" of the mother tongue science in the process of modern education is highlighted. This article serves as a resource for use in the mother tongue classes of secondary schools

KEYWORDS: pedagogy, education, primary class, educational technologies.

Muammoli vaziyatdan chiqa olish hamma vaqt muammoni, ya'ni — nima noma'lum ekanligini, uning nutqiy ifodasi va yechimini anglash bilan bog'langan. Muammoli vaziyatni fikriy tahlil qiladigan bo'lsak, u, avvalombor, o'quvchilarning mustaqil



aqliy faoliyatidir. U o'quvchini intellektual mashaqqat keltirib chiqargan sabablarni tushunishga, unga kirish, muammoni so'z bilan ifodalash, ya'ni — faol fikr yuritishni belgilashga olib keladi. Bu o'rinda izchillik yorqin ko'rinadi: avvalo, muammoli vaziyat yuzaga keladi, so'ng o'quv muammosi shakllanadi. O'qitish jarayonida o'quv muammosining muhim belgilari ham mavjud. O'quv muammosining muhim belgilari quyidagilar: – yangi bilimlarni shakllantirishga olib keladigan noma'lumning qo'shilishi; – o'quvchilarda noma'lumni topish yo'lida izlanishni amalga oshirish uchun zarur bo'lgan muayyan bilim zahirasi bo'lishi. O'quv muammosini yechish jarayonida o'quvchilar aqliy faoliyatining muhim bosqichi uning yechilish usulini o'ylab topishga oid farazlar, g'oyalar qo'yish hamda uni asoslashdir. O'quv muammosi muammoli savollar bilan izchil rivojlantirib boriladi va bunda har bir savol uning hal qilinishida bir bosqich bo'lib xizmat qiladi. Muammoli o'qitishda o'qituvchi o'quvchilarning bilish faoliyatini tashkil etadi, shundagina o'quvchilar fanlarni tahlil qilish asosida mustaqil ravishda intellektual mashaqqatlarni hal qilish, xulosa chiqarish va umumlashtirish, qonuniyatlarni shakllantirish, qo'lga kiritilgan bilimlarni yangi vaziyatga tatbiq etishga intiladi. Muammoli o'qitish natijasida o'quvchilarda bilimlarga mustaqil erishish qobiliyati shakllanadi hamda mavzu bo'yicha turli g'oyalar topish, uni isbotlash orqali yangi aqliy harakat usullarini topish va bilimlarni bir muammodan boshqasiga ko'chirish ko'nikmasi hosil bo'ladi.

O'quvchilarda diqqat va tasavvurlari rivojlanadi, o'quv materiallarini idrok qilish orqali ularning bilish faolligi oshadi. Boshlang'ich sinflarda sifat turkumini o'rganish tizimi o'quv materialini leksik va grammatik tomondan izchillik bilan boyitib, murakkablashtirib borishni ko'zda tutadi. O'quvchilar savod o'rgatish davridan boshlab, to 4- sinfga qadar belgi bildiruvchi so'zlarning — sifatning leksik va grammatik ma'nolarini boshlang'ich sinf ona tili dasturi hajmida o'rganadilar. Savod o'rgatish davrida belgi bildirgan so'zlarning ma'nolarini o'qituvchining “Mazasi qanday olma? Rangi qanday olma? Hajmi qanday olma?” kabi savollari asosida kuzatish orqali amaliy bilib boradilar.

1- sinfda va 2-sinfda “Shaxs va narsaning belgisini bildirgan so'zlar” mavzusi o'rgatilayotganda o'quvchilar belgi bildirgan so'zlarni ma'nolariga ko'ra guruhlash ishlarini bajaradilar, ya'ni - ularni so'roqlar yordamida gap va matnda shaxs, narsa, harakat, miqdor bildirgan so'zlardan farqlash ko'nikmasini egallaydilar. Bunda o'qituvchi oldida turgan muhim vazifa o'quvchilarning narsa va shaxsning belgilari



xilma-xil bo'lishini, ya'ni narsa rangi, mazasi, shakli, hidi, hajmi, xususiyatlariga ko'ra farqlanishini, bular narsa va shaxsning belgilari ekanini anglashlariga erishish, nutqda ulardan samarali foydalanish orqali o'quvchilar nutqini belgi bildirgan so'zlar bilan boyitish va nutqini o'stirishdir. Ayniqsa, o'quvchilarga narsa va shaxslarni belgilariga ko'ra tavsiflashga doir mashqlarga va bunga oid o'quv topshiriqlariga katta ahamiyat berish lozim. 3-4-sinflarda esa sifat atamasi bilan tanishtirilgach, mazkur atama bilan elementar nazariy ma'lumotlarga ega bo'ladilar. 3-4-sinfda o'quvchilarning sifatning o'ziga xos leksik-grammatik xususiyatlari haqidagi bilimlari va ko'nikmalariga asoslanib, og'zaki va yozma ijodiy ishlar — maktab bog'i yoki istirohat bog'iga sayohat uyushtirib, u yerda kuzatilgan daraxt, qushlar, hayvonlarni tasvirlab, kichik hikoya tuzish kabilarga alohida o'rin beriladi. Buni muvaffaqiyatli amalga oshirish uchun ona tili va o'qish darslarida ma'nodosh va zid ma'noli sifatlar, sifatning o'z va ko'chma ma'nolarda ishlatilishini kuzatishga, sifat yasashga doir leksik-semantik va grammatik mashqlarni tashkil etish maqsadga muvofiqdir. Ona tili va o'qish darslarida o'quvchilar nutqi yangi-yangi sifatlar bilan boyitiladi, ularga oldindan ma'lum bo'lgan sifatning ma'nosiga aniqlik kiritiladi. Sifatlar bolalar nutqini va tasavvurini boyitishga xizmat qiladi. Sifatlar narsa va hodisalarni aniq tasvirlash, ifodalash imkonini beradi. Bu imkoniyatdan foydalanib, ijodiy matn tuzishga o'rgatish o'quvchilarning fikrini aniqlashtiradi.

NATIJAR VA MUHOKAMA

Sifatni o'rgatishda yana rangli rasmlardan foydalanish juda katta samara beradi. Rasm bolalar sezgisiga ta'sir etib, uning hayot tajribasida hali uchramagan tomonlarini ochadi, ularga tanish bo'lgan hodisalarni chuqur anglashga ham yordam beradi. Masalan, tabiat tasvirlangan rangli rasm o'quvchilar diqqatiga havola etilib, quyidagi:

1. Rasmda rassom qaysi ranglardan foydalangan? Daftaringizga ranglar deb ikki nuqta qo'ying va ranglarni ifodalovchi so'zlarni yozing.
2. Osmon qanday tasvirlangan? Uni tasvirlovchi so'zlarni "osmon" so'zi bilan birga qo'llab yozing.
3. Tog' qanday tasvirlangan? Uni tasvirlovchi so'zlarni "tog'" so'zi bilan birga qo'llab yozing.
4. Rasmda qaysi hayvonni ko'ryapsiz? Hayvonning sifatlarini uning nomi bilan birga yozing.



5. Daraxtlarni kuzating. Unda nimani sezyapsiz? Shamolning xususiyatlarini qaysi soʻzlar bilan ifodalash mumkin? kabi topshiriqlar berilsa, bolalar koʻrsatilgan rasmlar asosida sifatlar toʻplamini yaratadi.

Masalan:

1-topshiriq asosida oʻquvchilar quyidagi sifatlar toʻplamini yaratishi mumkin.

Ranglar: oppoq, koʻk, koʻm-koʻk, jigar rang, sariq, sap-sariq, qizgʻish, qora, yashil.

2-topshiriq asosida esa: tiniq osmon, bulutli osmon, koʻm-kok osmon, musaffo osmon, qora bulutli osmon, oq bulutli osmon, tinch osmon.

3-topshiriq: baland togʻ, qorli togʻ, archali togʻ, qoyali togʻ, qorsiz togʻ, choʻqqili togʻ.

4- topshiriq: yirtqich ayiq, qoʻngʻir ayiq, besoʻnaqay ayiq, oq ayiq, beozor ayiq, masxaraboz ayiq va nihoyat,

5- topshiriq asosida: yoqimli shamol, sovuq shamol, qattiq shamol, mayin shamol, iliq shamol, tonggi shamol, kechki shamol, togʻ shamoli. Bir soʻz asosida bir necha sifatli birikmalar tuzdirish oʻquvchilar soʻz boʻyligining qay darajada ekanligini koʻrsatib beradi. Ular tuzgan birikmalar asosida “Sifat - soʻz turkumi” tushuntiriladi:

– Rasm asosida toʻplagan rang bildiruvchi soʻzlarni qanday soʻzlar degan edik? – Osmon, togʻ, shamol, ayiq soʻzlari qaysi turkumga kiradi? – Shu soʻzlar orqali oldingi soʻzlarga soʻroq bering. Ular 1-2- sinflarda qanday soʻzlar deb oʻrganilgan? – Belgi bildirgan soʻzlarni bir soʻz bilan.

– Belgi bildirgan soʻzlarni bir soʻz bilan nima deb nomlash mumkin? Bu savollar oʻquvchilarni muammoli vaziyatga soladi va ularda muammoni hal qilishga qiziqish uygʻotadi va intilishni yuzaga keltiradi. Asosiysi, oʻquvchilar mustaqil va amaliy izlanadilar. Til birliklarini oʻzlari qidiradilar, topadilar va oʻzlashtiradilar. Natijada, “Sifatlar nimaning belgisini bildiradi? Ular qaysi soʻzlar bilan bogʻlanib keladi?” kabi savollarga bemalol javob beradilar.

Ular tushunchalarini yanada aniqlash maqsadida taʼlimiy oʻyinlar tashkil qilinadi.

XULOSA

Oʻquvchilar matn yaratishga bosqichma-bosqich: soʻz ustida ishlash, gap va uning mantiqiy bogʻlanishi ustida ishlash, ogʻzaki hikoya tuzish va uni yozma shakllantirish tarzida maxsus tayyorlab boriladi. Shunday qilib, muammoli oʻqitishning vazifasi oʻquvchilar tomonidan bilimlarni puxta oʻzlashtirish va aqliy



hamda amaliy, mustaqil faoliyatlarini samarali bo‘lishiga hamkorlik qilish, ularda yangi vaziyatda olingan bilimlarni ijodiy qo‘llash malakasini shakllantirishdan iborat.

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Technology of teaching adjective vocabulary in primary grades

Being able to get out of a problematic situation is always connected with the understanding of the problem, that is, what is unknown, its verbal expression and solution. If we analyze the problem situation mentally, it is, first of all, the independent mental activity of students. It leads the student to understand the reasons that caused intellectual difficulty, to enter it, to express the problem in words, that is, to define active thinking. Here the consistency is clear: first, a problem situation arises, then a learning problem is formed. There are also important signs of a learning problem in the teaching process. Important signs of the learning problem are as follows: - the addition of the unknown, which leads to the formation of new knowledge; - students have a certain knowledge reserve necessary to carry out research in order to find the unknown. In the process of solving an educational problem, an important stage of students' mental activity is to make hypotheses, ideas and justify it. The learning problem is developed consistently with problematic questions, and each question serves as a step in its solution. In problem-based teaching, the teacher organizes the cognitive activities of the students, so that the students, based on the analysis of subjects, independently solve intellectual problems, draw conclusions and generalize, form laws, and apply the acquired knowledge to a new situation. As a result of problem-based teaching, the ability of students to independently acquire knowledge is formed, and the ability to find



different ideas on the topic, to find new ways of mental action by proving it, and to transfer knowledge from one problem to another is formed.

Pupils' attention and imagination develop, and their cognitive activity increases through the perception of educational materials. In primary grades, the system of studying the adjective series envisages consistently enriching and complicating the learning material from the lexical and grammatical aspects. Students learn the lexical and grammatical meanings of adjectives and adjectives from the period of literacy training up to the 4th grade in the scope of the primary-grade native language program. During the period of literacy training, the meaning of the words indicated by the teacher, "What does an apple taste like?" "What color is an apple? What size is an apple?" they learn practically by observing based on questions like

In the 1st grade and 2nd grade, when teaching the topic "Words denoting a person and thing", students group the denoting words according to their meaning, that is, they use questions to put them into sentences and they acquire the ability to differentiate from the words that denote a person, thing, action, quantity in the text. In this case, the important task before the teacher is to make students understand that the signs of things and people are different, that is, things differ according to their color, taste, shape, smell, size, and characteristics, and that these are the signs of things and people. , by using them effectively in the speech, enriching the students' speech with sign words and growing their speech. In particular, it is necessary to attach great importance to the exercises on describing things and people according to their signs and to the educational tasks related to this. In the 3rd and 4th grades, after being introduced to the term quality, they will have elementary theoretical information about this term. In the 3rd-4th grade, based on the knowledge and skills of students about the specific lexical-grammatical features of adjectives, oral and written creative works - organizing a trip to a school garden or a park, where a tree was observed, Describing birds and animals and creating a small story is given a special place. In order to successfully implement this, it is advisable to organize lexical-semantic and grammatical exercises to observe the use of synonyms and antonyms, adjectives in their own and figurative meanings, and to create adjectives in the native language and reading classes. In native language and reading classes, students' speech is enriched with new adjectives, the meaning of adjectives known to them in advance is clarified. Adjectives serve to enrich children's speech and



imagination. Adjectives allow to clearly describe and express things and events. Using this opportunity to teach creative writing will clarify students' thinking.

RESULTS AND DISCUSSION

The use of color pictures is also very effective in teaching quality. The painting affects the children's intuition, reveals aspects of it that have not yet been encountered in their life experience, and helps them to deeply understand familiar phenomena. For example, a color picture depicting nature is brought to the attention of students, and the following:

1. What colors did the artist use in the picture? Dot the colors in your notebook and write the words that represent the colors.
2. How is the sky described? Write the words that describe it with the word "heaven".
3. How is the mountain described? Write the words that describe it with the word "mountain".
4. Which animal do you see in the picture? Write the adjectives of the animal along with its name.
5. Watch the trees. What do you feel about it? What words can describe the characteristics of the wind? children create a set of adjectives based on the shown pictures.

For example:

Based on task 1, students can create the following sets of adjectives. Colors: white, blue, blue, brown, yellow, yellow, red, black, green.

Based on task 2: clear sky, cloudy sky, blue sky, clear sky, dark cloudy sky, white cloudy sky, calm sky.

Task 3: high mountain, snowy mountain, arched mountain, rocky mountain, snowless mountain, peaked mountain.

Task 4: wild bear, brown bear, clumsy bear, white bear, harmless bear, clown bear and finally,

Based on task 5: pleasant wind, cold wind, strong wind, soft wind, warm wind, morning wind, evening wind, mountain wind. Making several quality compounds based on one word will show the level of students' vocabulary. Based on the combinations they made, "Adjective - word group" is explained: - What words did we say to the color words that we collected based on the picture? - What category



do the words sky, mountain, wind, bear belong to? - Use these words to question the previous words. What words were they taught in grades 1-2? - The words indicated by the symbol in one word.

- What can be called the words indicated by the symbol in one word? These questions put students in a problem situation and create interest and aspiration to solve the problem. The main thing is that students are independent and practical. They search, find and master language units themselves. As a result, "What do adjectives denote? What words do they associate with?" they easily answer such questions.

In order to clarify their understanding, educational games are organized.

CONCLUSION

Pupils are specially prepared for text creation step by step: working on words, working on sentences and their logical connection, creating an oral story and formulating it in writing. Thus, the task of problem-based teaching is to help students to master knowledge thoroughly and to make their mental and practical independent activities effective, to form the skills of creative application of knowledge in a new situation