



BOSHLANICH SINIF O'QUVCHILARINI IJODIY FAOLIYATGA YO'NALTIRIB O'QITISHDA HAMKORLIK.

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Annotatsiya *Ushbu maqolada boshlanich sinf o'quvchilarini ijodiy faoliyatga yo'naltirib o'qitishda hamkorlik va ta'lim muassasalari o'rni, ta'lim - tarbiya sifatini integratsiyalash, o'quv dialogi asosida ta'lim jarayonini individuallashtirish, hamkorlikda o'qitish texnologiyalarini ishlab chiqish va amaliyotga tatbiq etishning metodik tizimini takomillashtirish masalasiga alohida e'tibor qaratilgan*

Tayanch iboralar: *hamkorlik, samaradorlik, ijodiy, intellektual, salohiyat, ijodiy faoliyat, o'zaro aloqadorlik, mas'uliyatlilik, takomillashuv, konstruktiv individual, yo'nalganlik, o'quv-bilish faolligi.*

СОТРУДНИШАТЬ В ОБУЩЕНИИ УШЕНИКОВ НАШАЛЬНОЙ ШКОЛЫ СОСРЕДОТОШИТЬСЯ НА ТВОРШЕСКОЙ ДЕЯТЕЛЬНОСТИ.

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Аннотация *В статье рассматривается роль сотрудничества и образовательных учреждений в творческой ориентации учащихся начальных классов, интеграции качества образования, индивидуализации образовательного процесса через образовательный диалог, развитию технологий совместного обучения и совершенствовании методической системы.*

Ключевые слова: *сотрудничество, эффективность, творческий, интеллектуальный, потенциал, творческая активность, взаимосвязанность, ответственность, совершенствование, конструктивная индивидуальность, ориентация, учебная деятельность.*

COLLABORATION IN TEACHING ELEMENTARY SCHOOL STUDENTS TO FOCUS ON CREATIVE ACTIVITIES.

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Abstract. *This article focuses on the role of cooperation and educational institutions in the creative orientation of primary school students, the integration of the quality of education, the individualization of the educational process through educational dialogue, the development of collaborative learning technologies and improving the methodological system.*



Key Words : *cooperation, efficiency, creative, intellectual, potential, creative activity, interconnectedness, responsibility, improvement, constructive individuality, orientation, learning activity.*

Dunyoda inson kapitaliga bo'lgan ehtiyojning ortishi "ijodiy faoliyat" kategoriyalariga turli madaniy, ta'limiy va ijtimoiy-iqtisodiy munosabatlarni nazorat qilib turuvchi, boshlang'ich sinf o'quvchilarining ijodiy faoliyatiga baho beruvchi zaruriy o'lchov sifatida qaralishiga sabab bo'lmoqda. Dunyoning yetakchi ta'lim muassasalarida boshlang'ich sinf o'quvchilarining intellekti va dunyoqarashini rivojlantirishda aniq va tabiiy fanlarni o'qitish, integrallashgan interfaol ta'lim texnologiyalari, virtual va eksperimental loyihalarni joriy etish orqali boshlang'ich sinf o'quvchilarining ijodiy fikrlash faoliyatlarini rivojlantirishning samarali mexanizmlari yo'lga qo'yilmoqda.

Hozirgi kunda, jahonda keng qamrovli tushuncha sifatida "ijod" kontseptini tahlil qilish, texnologik fanlarni o'qitishda boshlang'ich sinf o'quvchilarini ijodiy faoliyat va fikrlashga yo'naltirish, ta'limning kompetentsiyaviy talablari tarkibini ijodiy fikrlash darajasiga oid me'zonlar, xususiyatlar asosida kengaytirishga oid ilmiy-tadqiqotlarga alohida e'tibor qaratilishi kuzatiladi.

Globallashuv va axborotlar ko'lamining intensivlashuvi sharoitida boshlang'ich sinf o'quvchilarini ijodiy faoliyatga yo'naltirishda bilimlarni tanqidiy va ijodiy yondashuvga ko'ra egallash, tabiat qonunlari va borliq in'ikosida ijodiy fikrlashning birlamchi funktsiyalarini tadqiq etishga qaratilgan tadqiqotlar fanning jamiyatni ijtimoiy-iqtisodiy rivojlantirishdagi ta'sirini oshirish, ishlab chiqarish integratsiyasini kuchaytirishga xizmat qilmoqda.

Mamlakatimizda inson, uning har tomonlama kamol topishi va farovonligi, manfaatlarini ro'yobga chiqarish sharoitlarini yaratish, ta'lim

sifati va samaradorligini yangi bosqichga olib chiqish borasidagi izchil islohotlar natijasida umumiy o'rta ta'lim maktablari o'quv jarayonida boshlang'ich sinf o'quvchilarini ijodiy faoliyatga yo'naltirib ularni qobiliyatlarini shakllantirish g'oyasini keng tatbiq etish imkoniyatlari oshirilmoqda. Shuningdek, texnologiya fanini o'qitishda boshlang'ich sinf o'quvchilarning ijodiy faoliyatga yo'naltirib ularni qobiliyatlarini shakllantirish texnologiyalari tarkibini kengaytirish zarurati mavjud.

O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasida "uzluksiz ta'lim tizimini yanada takomillashtirish, sifatli ta'lim xizmatlari imkoniyatlarini oshirish, yosh avlodning ijodiy va intellektual salohiyatini qo'llab-quvvatlash va ro'yobga chiqarish" kabi ustuvor vazifalar belgilanib, bu borada texnologiya fanini o'qitish jarayonida boshlang'ich sinf o'quvchilarini ijodiy fikrlash qobiliyatlarini shakllantirish amaliyotini tahlil qilish, ijodiy fikrlash mezonlarini aniqlashtirish, boshlang'ich sinf o'quvchilarining intellektual rivojlanishlari va o'z qobiliyatlari, moyilliklariga muvofiq malakalarni egallash bo'yicha tavsiyalar ishlab chiqish muhim ahamiyat kasb etadi. Ayni paytda, insonning ta'limoti nafaqat ob'ektiv



bilimlar bilan, balki uning ko'p qirrali rivojlanishi bilan ham belgilanadi shaxsiyat, ichki dunyoga e'tibor va har bir shaxsning noyob imkoniyatlari bo'lib hisoblanadi.

Dunyoda xalqaro tashkilotlar hamda dunyoning aksariyat davlatlari tomonidan ta'lim barqaror taraqqiyotni ta'minlaydigan asosiy kuch sifatida e'tirof etilib, 2030 yilgacha belgilangan yangi ta'lim kontseptsiyasida "o'qitish sifatini baholash jarayoni va vositalarini takomillashtirish, erishilgan natijalarni aniqlash imkonini beruvchi mexanizmlarni amaliyotga joriy etish" dolzarb vazifa etib belgilandi.

Ayniqsa, boshlang'ich sinf o'quvchilarini ijodiy faoliyatni shakllantirishda va rivojlantirishda ta'lim muassasalari o'rni asosida ta'lim-tarbiya sifatini integratsiyalash, o'quv dialogi asosida ta'lim jarayonini individuallashtirish, hamkorlikda o'qitish texnologiyalarini ishlab chiqish va amaliyotga tatbiq etishning metodik tizimini takomillashtirishga alohida e'tibor qaratilmoqda.

Hozirgi kunda ta'limga yangicha yondashuvlar ta'sirida ta'lim muassasalari faoliyatni takomillashtirishning muhim belgisi sifatida ijodiy yondashuvni qaror toptirish muammosi tadqiq etilmoqda. Shu bilan birga ta'lim nazariyasi va amaliyoti ta'lim muassasasi faoliyatni ilmiy-metodik asosda takomillashtirish zarurligini ko'rsatmoqda.

Zamonaviy sharoitda boshlang'ich sinf o'quvchilarini ijodiy faoliyatni rivojlantirishda ta'lim muassasalarining hamkorligi quyidagilarga asos bo'lmoqda:

birinchidan, jamiyatda ijtimoiy va pedagogik jarayonlarning jadal sur'atlarda amalga oshirilayotganligi (munosabatlarning insonparvarlashuvi va demokratlashuvi, inson omili rolining kuchayayotganligi, innovatsion jarayonlar asosida ta'lim-tarbiya sifatining oila hamda ta'lim, maktab muammolariga xalq e'tiborining ortib borayotganligi va h.k.);

ikkinchidan, umumiy, ta'lim muassasalarining hamkorlik holati (o'qituvchi va o'quvchilarga yetarli darajada pedagogik qo'llab-quvvatlashning berilmayotganligi, ularning o'quv-tarbiya jarayonidan qoniqmayotganliklari; o'qituvchilarning o'quvchilar bilan insonparvar va do'stona munosabatni tashkil etish malakalarining yetarli emasligi va h.k.);

uchinchidan, hamkor ta'lim muassasalarining ta'limiy innovatsiyalarga katta ehtiyoj sezishi (boshlang'ich sinf o'quvchilarining shakllantirishga va rivojlantirishga qaratilgan ta'lim-tarbiyaning innovatsion texnologiyalarini ishlab chiqish va dars jarayoniga tatbiq etish va h.k.).

Xorijiy ta'lim nazariyasi va amaliyotida hamkorlikda o'qitish ("cooperativ learning") birgalikda o'qitish an'anaviy ta'limning muqobili sifatida keng tadqiq etilgan. Tahlillar shuni ko'rsatadiki, hamkorlik samaradorligi umumiy natija hisobiga ishtirokchilarning interfaolligi, o'zaro aloqadorligi va o'zaro mas'uliyati va uning takomillashuvini, guruh ishtirokchilarining konstruktiv o'zaro birgalikdagi harakatiga individual mas'uliyati va yo'nalganligini ta'minlaydi.

Ta'lim-tarbiya sifatini takomillashtirish deganda ta'lim-tarbiya jarayonlarini tizimli loyihalashtirish va pedagogik qo'llab-quvvatlash, qayta aloqaning intensivligini



ta'minlash, pedagogik tizimning ochiqqligi, dinamikligi, statistikligi, o'quvchilarning o'z-o'zini rivojlantirishi, intellektual, hissiy, axloqiy, madaniy, jismoniy imkoniyatlarini faollashtirishga erishish tushuniladi.

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