



SAMARQAND VILOYAT PEDAGOGLARNI YANGI METODIKALARGA O'RGATISH MILLIY MARKAZI

2.1.-modul. Mutaxassislik fanlari nazariy-amaliy asoslari

1-mavzu: Ona tili va adabiyot fani hamda ta'limning asosiy nazariyalari

**Urinbayeva Dilbar Bazarovna
f.f.d., professor**

SAMARQAND-2024

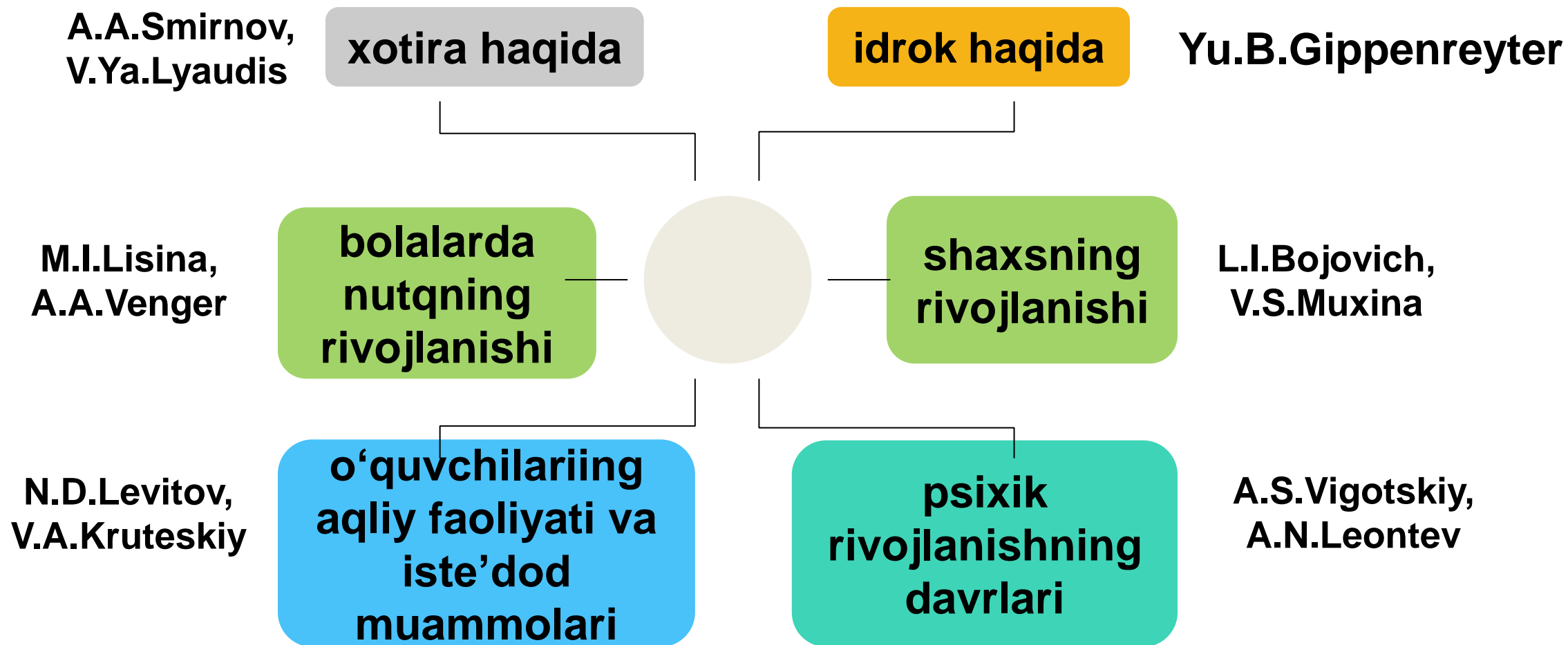
Uchinchi Renesans bo'sag'asida ta'lim oldiga bir qator vazifalar qo'yildi. Uning asosida esa muloqot qilish, ma'naviy va kognitiv sifatlari doimiy o'zgarib borayotgan muhitda shaxsning rivojlanishi yotadi.



Ta'lim muassasalarida **kim o'qitishi, kimlar o'qitilishi, nimalar, nima maqsadda va qanday o'qitilishi** masalasi bizning kelajagimiz, boringki, milliy savodxonlik imidjidir.

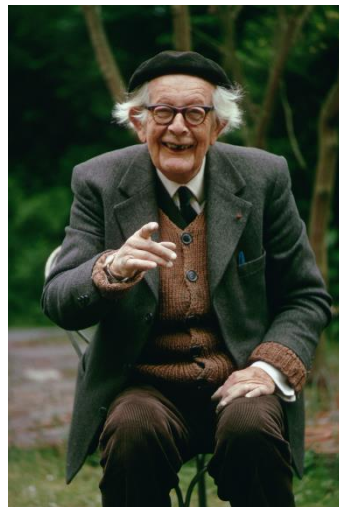


O'tgan asrning o'rtalarida vujudga kelgan turli nazariyalar, qarashlar, o'quv faoliyati va ta'limning talqinlari, nafaqat, pedagogik tajribani, balki psixologiya fanining bu tarmog'ini ilmiy-amaliy boyitishga asos bo'ldi.

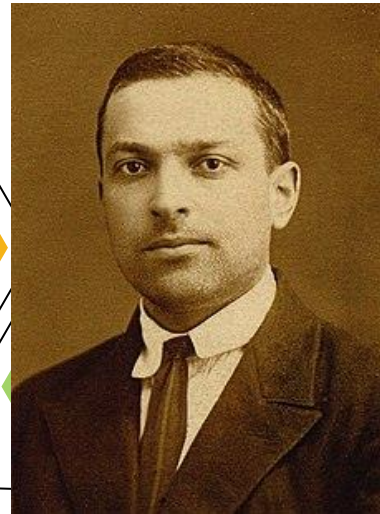


Jahondagi ta'limiy nazariyalar

**bola intellektining
rivojlanishi (J.Piaje)**



**eng yaqin rivojlanish
sohasi (L.S.Vigotskiy)**



**o'quv maqsadlari
taksonomiyasi
(B.Blum)**

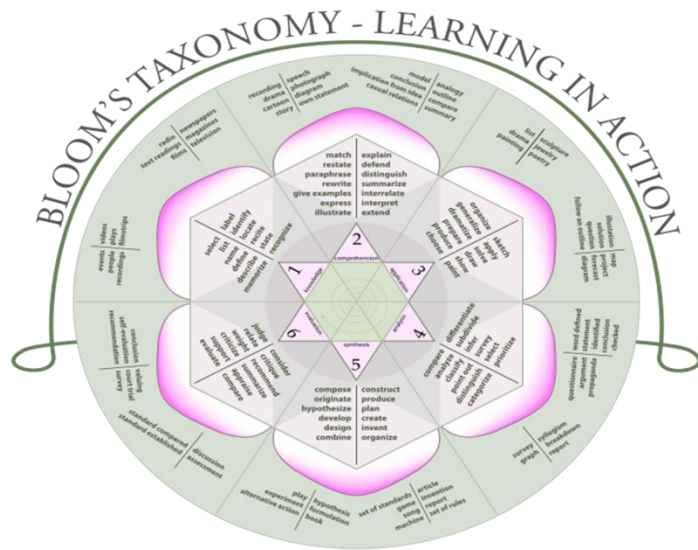


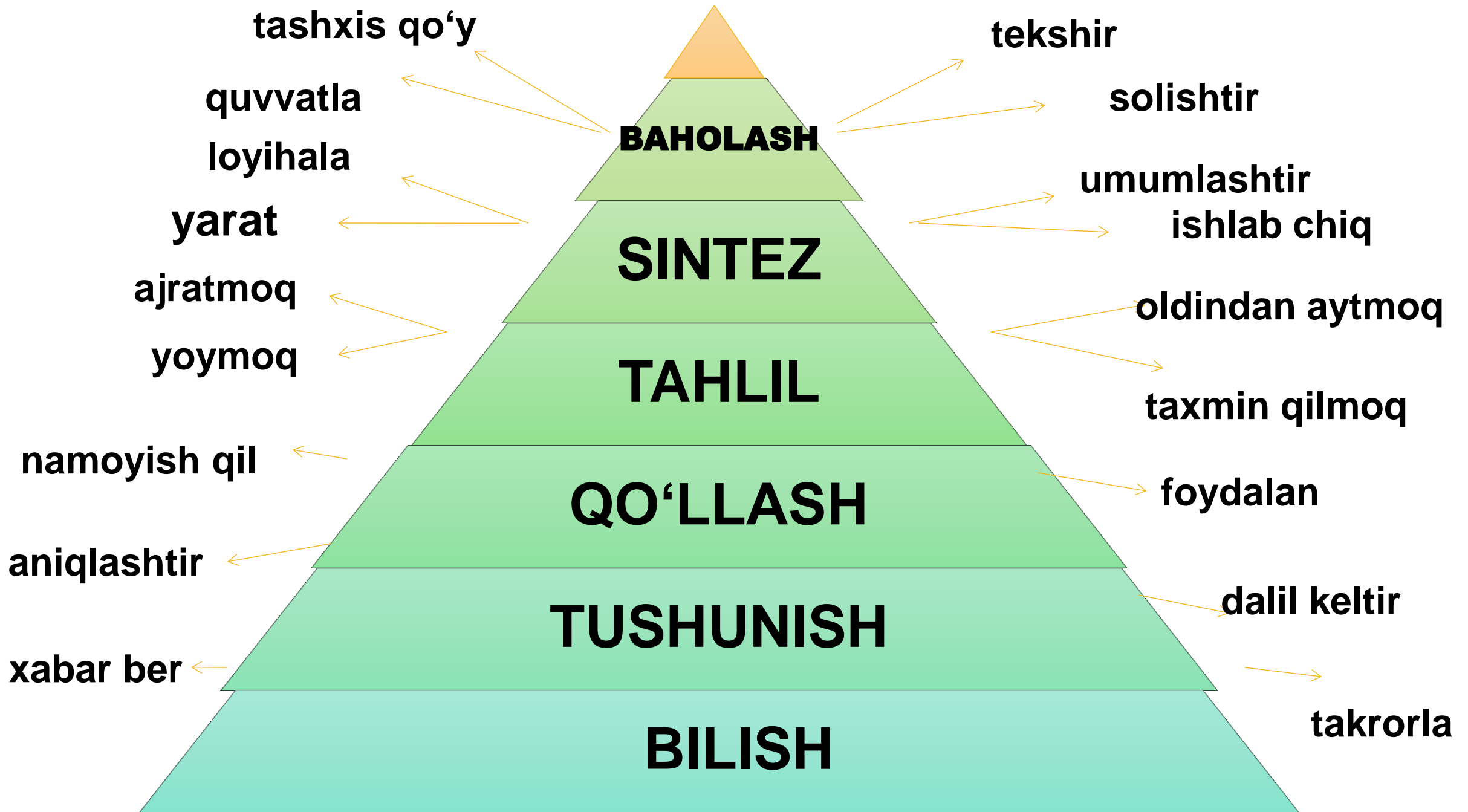
**intellektning ko'p
turliligi (G.Gardner)**

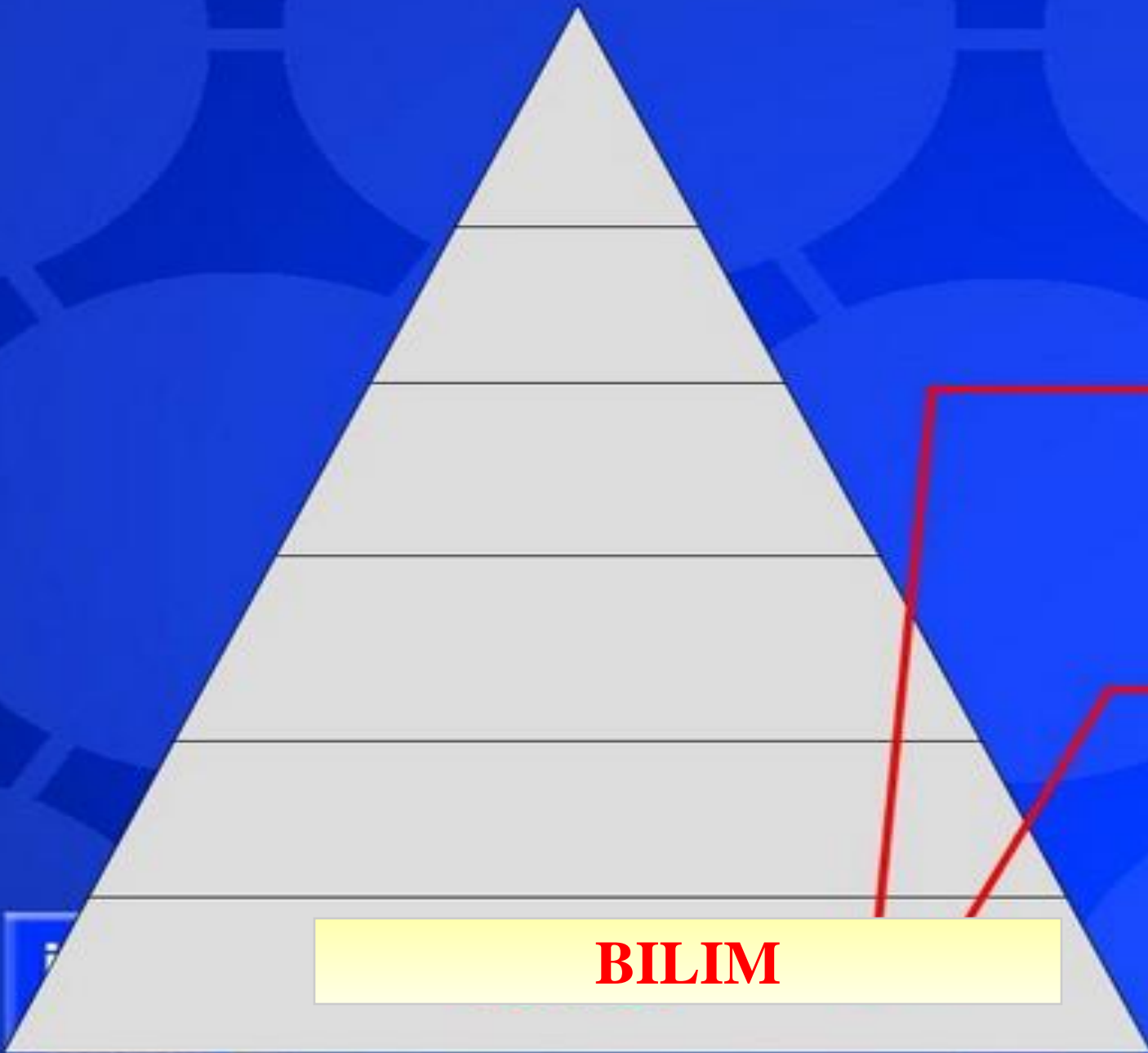




Amerikalik psixolog va pedagog **Benjamin Blum** bilish va emotsional pedagogik maqsadlarning taksonomiyasini **1956-yilda** yaratadi va “Blum taksonomiyasi” deb nomlaydi. (Taksonomiya - borliqning murakkab tuzilgan sohalarini tasniflash va tizimlashtirish nazariyasi). Blum taksonomiyasi bir necha bosqichli savollar tizimi bo‘lib, o‘quvchi tomonidan manbalarni o‘rganishda qo‘l keladigan usullardan biridir.



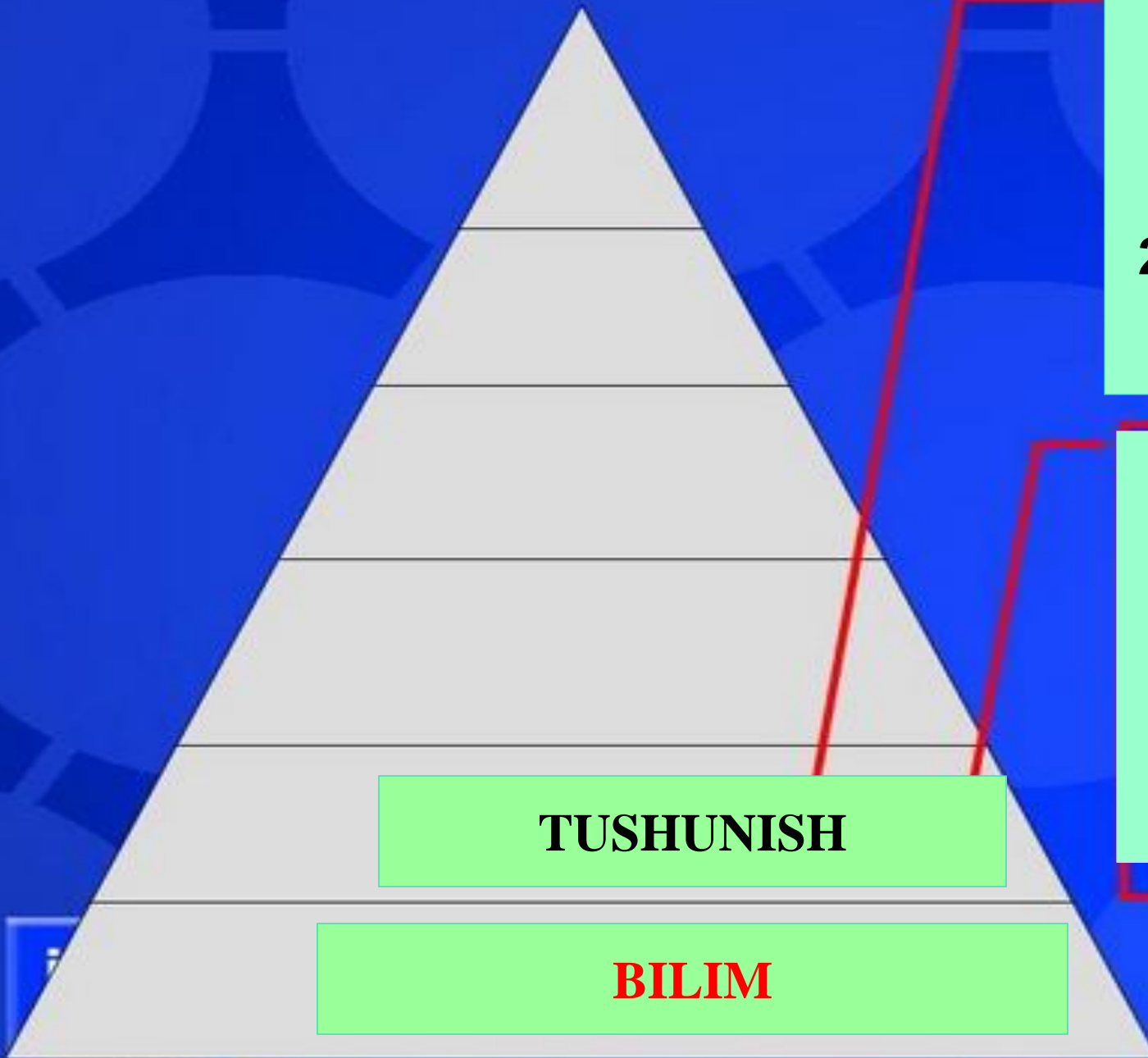




BILIM

**O'rganilganlarni eslab qolish
va qaytarish**

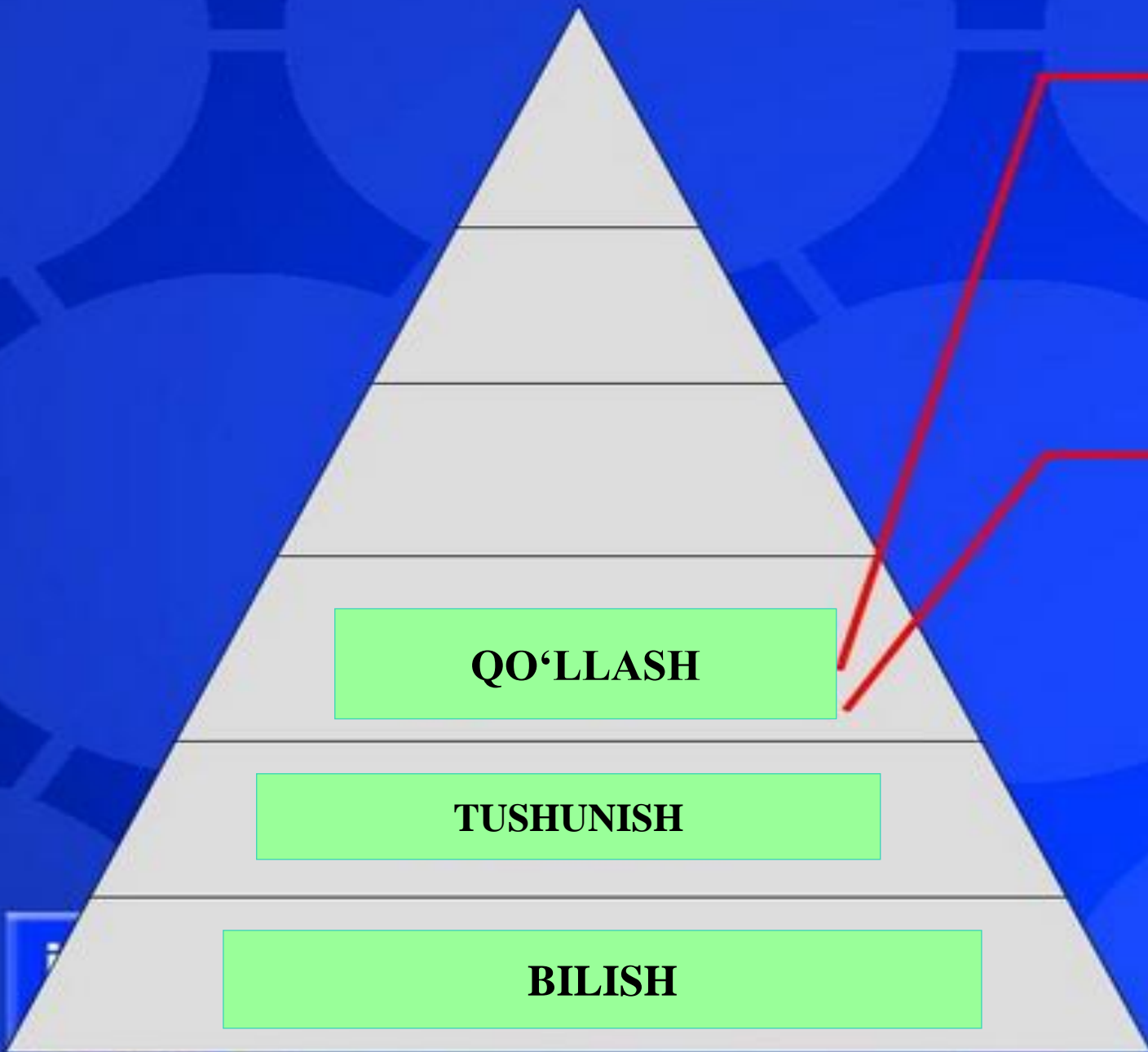
**O'quvchi asosiy atama,
tushuncha, fakt, qoida va
tamoyillarni biladi**



**O'rganilganlarni tushunadi,
axborotni 1 shakldan
2 shaklga aylantira oladi, sharhlaydi**

**Qoida, faktlarni tushunadi,
chizmalarni sharhlaydi**





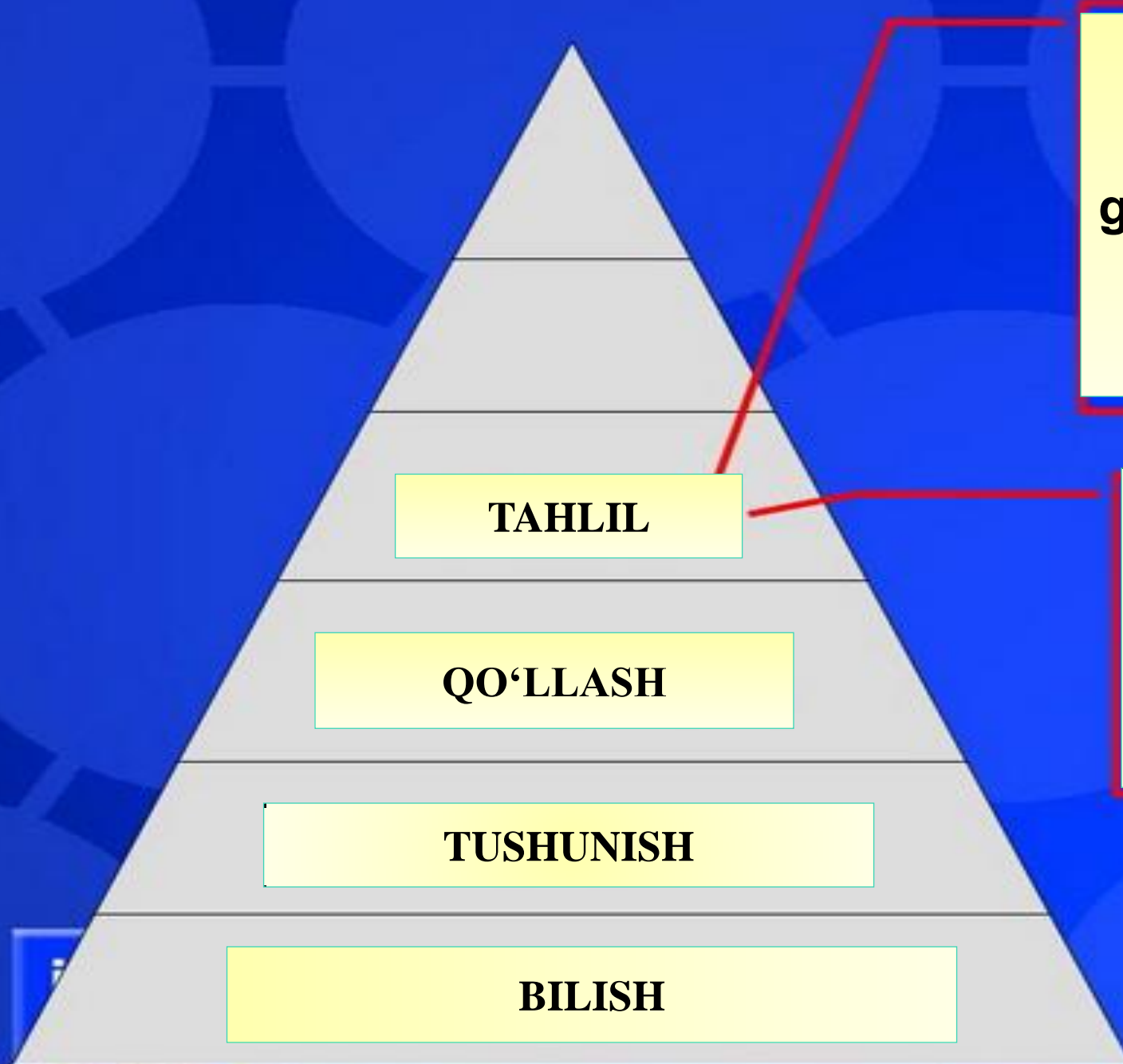
QO'LLASH

TUSHUNISH

BILISH

O'rganilgan materialni konkret va tanish sharoitda qo'llay oladi

Tushuncha va tamoyillarni, usullarni tanish vaziyatlarda qo'llaydi



**Mavzuni parchalab, tizimlaydi,
g'oyalar o'rtasidagi munosabatlarni
tahlil qila oladi**

**O'quvchi axborotning
ahamiyatini baholaydi, mantiqiy
muhokamalardagi xatolarni
ajratadi, fakt va natijani
farqlaydi**

TAHLIL

QO'LLASH

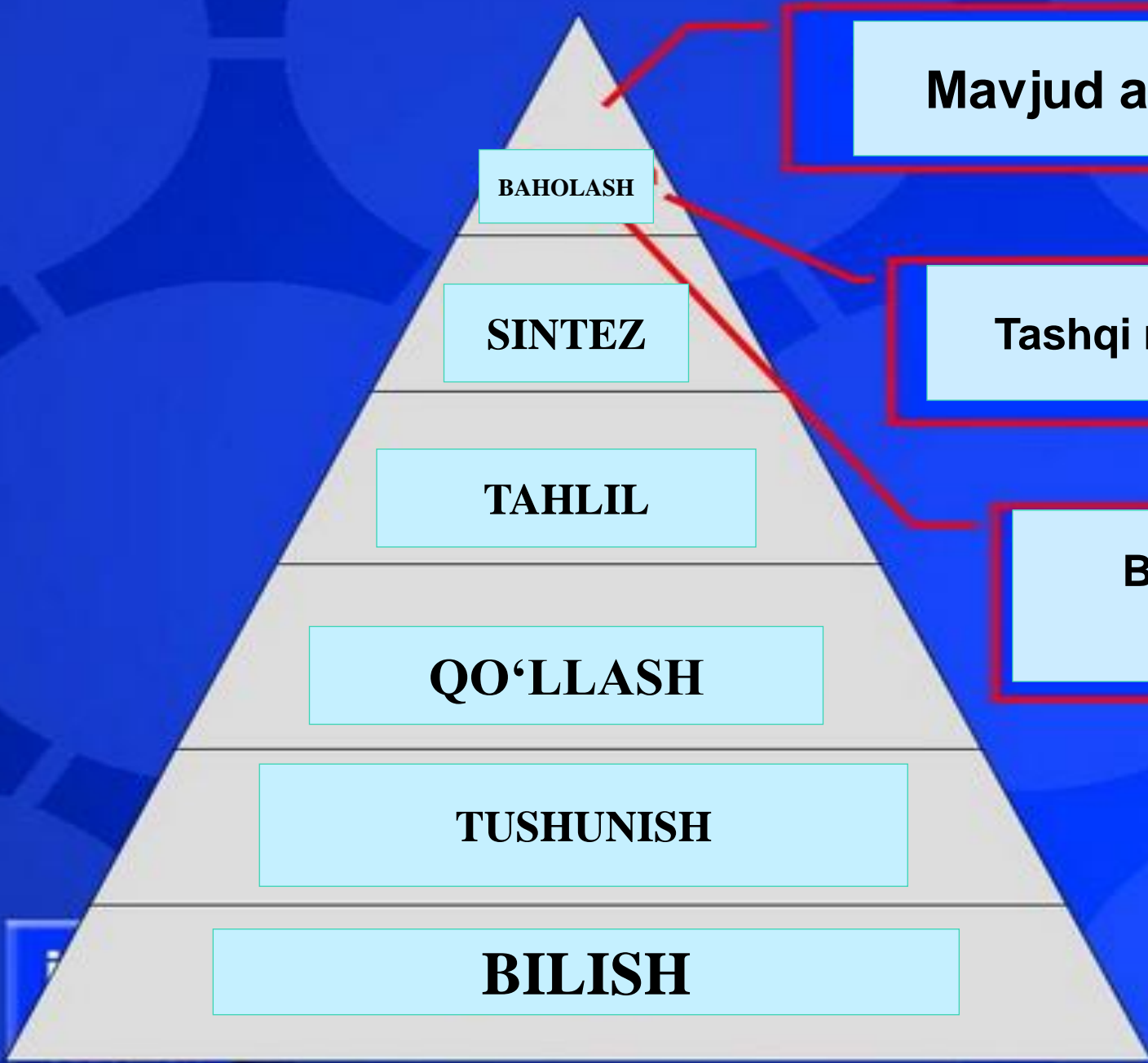
TUSHUNISH

BILISH



**Yaxlitlash uchun elementlarni birlashtira olish
ko'nikmasi**

**Axborot tayyorlaydi, harakatlar rejasini
tuzadi, ijodiy topshiriqlarni bajaradi,
shakllantiradi, taxminlarni tekshiradi**



Mavjud axborotni muhokama qilish

BAHOLASH

Tashqi mezonlar asosida muhokama qilish

SINTEZ

**Baholangan axborot -hukm va faktlar
o'rtasidagi farqlarni ko'rish**

TAHLIL

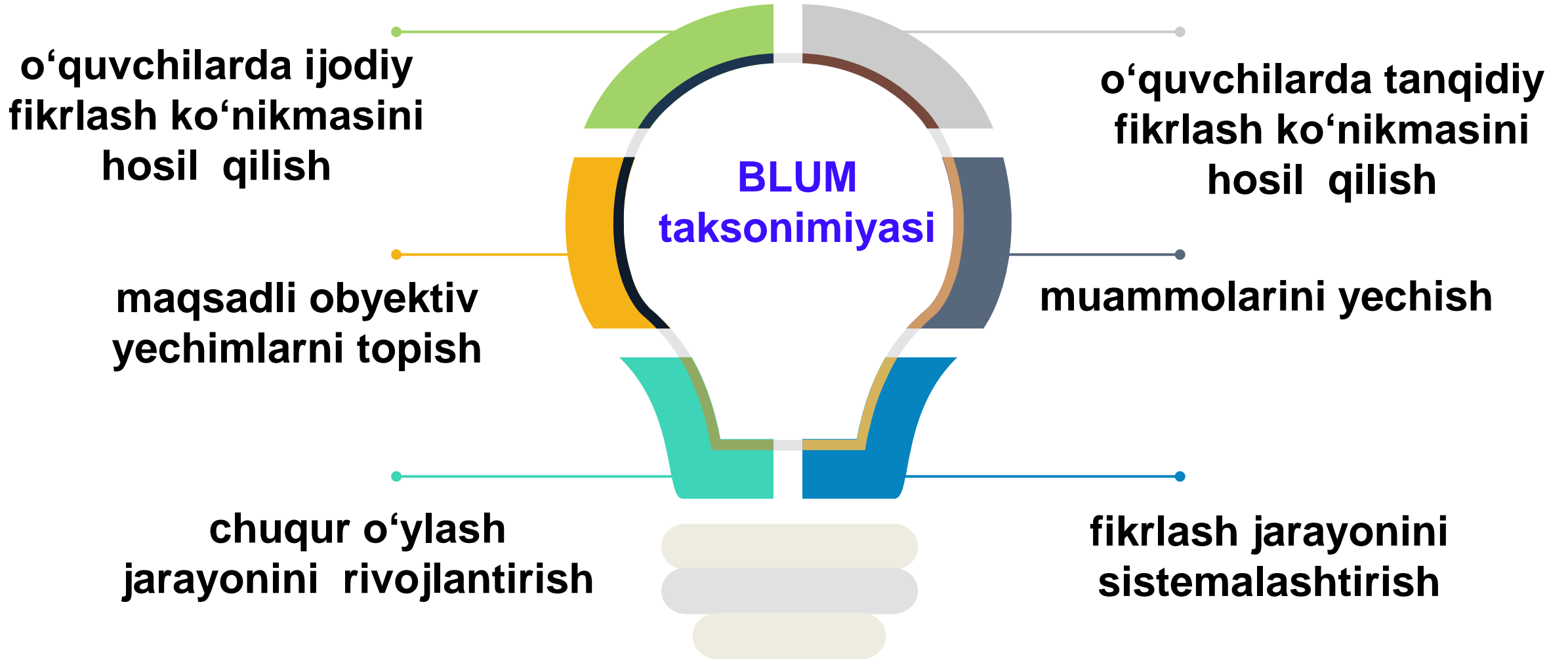
QO'LLASH

TUSHUNISH

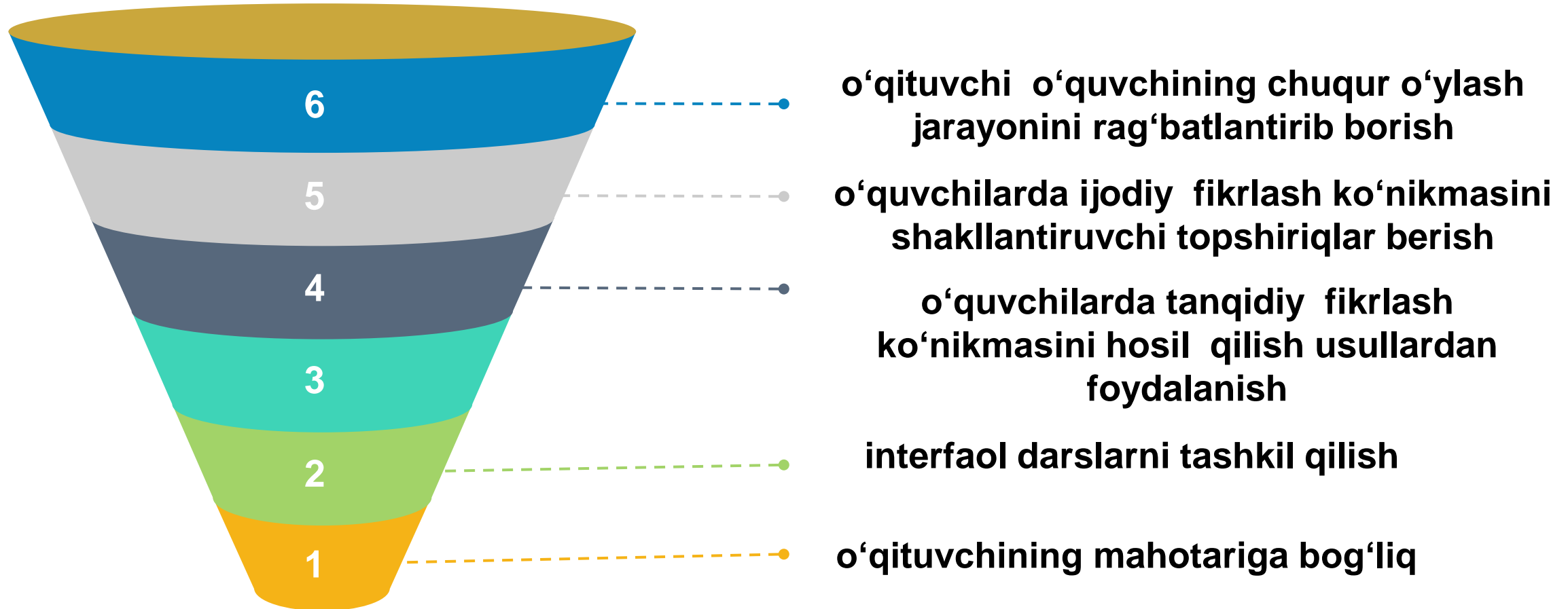
BILISH

**Fikrlash darajalari
taksonomiyasi**

Bir necha bosqichli savollar tizimining asosiy maqsadi:



Bu maqsadlarga qachon erishish mumkin?



Shuning uchun ham Benjamin Blum fikrlash jarayonini sistemalashtirilgan holda bir necha bosqichli savollar tizimini ishlab chiqqan.

- **E'tiborlaringiz uchun rahmat!**

- **rasmiy veb-sayti**

- **<http://www.sammoi.uz>**

- **maxsus rasmiy telegram kanal**

- **<https://t.me/sammohm>**