**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: 1-dars. KIRISH SUHBATI. TIL - IJTIMOIY HODISA

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

1-dars. KIRISH SUHBATI. TIL - IJTIMOIY HODISA

1-topshiriq. Ertalab turib ota-onangizga, oila a'zolaringizga nima deysiz? Ular bilan gaplashayotganda qaysitildan foydalanasiz? Ona tili deyilishi sababini izohlang.

2-topshiriq. Nima uchun Rossiyada yoki Amerikada o'zbek tilida gapla- shishmaydi? Nega rus, ingliz, nemis, arab tillarini maxsus o'rganamiz? Shu til sohiblari qayerlarda yashashini ayting.

Rossiyada rus tilida, Fransiyada fransuz tilida, Eronda fors tilida gaplashishadi.

Har bir til asrlar davomida rivojlanib, boyib boradi. Jamiyatdan uzilgan, insonlarning o'zaro aloqasiga xizmat qilmaydigan til o'lik tildir.

Siz kitoblar, kinofilmlar orqali yovvoyi hayvonlar orasida o'sgan bolalar haqida ma'lumot olgansiz. O'shanda bir narsaga e'tibor berganmisiz? Bunday bolalar hayvoniy qiliqlarga ega bo'lib, eng muhim

insoniy fazilatdan-so'zlashdan mahrum edilar.

Demak, til jamiyatga, ya'ni odamlarning o'zaro munosa- batga kirishuviga, aloqa qilishiga xizmat qiladi, shuning uchun u ijtimoiy hodisa sanaladi.

Mustaqillikka erishganimizdan keyin o'zbek tilining ijtimoiy vazifalari yanada kengaydi.

1-mashq. Quyidagi so'zlarning o'zbek tilida paydo bo'lish sabablarini aniqlang.

Yer yuzida tillar ko'p. Olimlarning hisob-kitobiga ko'ra ularning miqdori 3000 dan ortib ketadi. Masalan: rus, ingliz, nemis, arab, fors, koreys va boshqa tillar. Tillarning barchasi insonlar o'rtasidagi aloqa- aralashuvni ta'minlash vazifasinibajaradi.

kollej, litsey, tadbirkor, fermer, tuman, viloyat.

2-mashq. Matnni o'qing va undagi g'oya haqida o'z fikringizni bayon qiling.

Podshoh bir kuni vazirlariga:

- Menga eng lazzatli taom pishirib keltiringlar,-dedi.

Vazirlar maslahatlashib unga til go'shtidan taom pishirib keldilar.

Taom podshohga ma'qul bo'ldi.

U: - Endi esa menga eng achchiq narsadan tayyorlangan ovqat olib kelinglar, - deb farmon berdi.

Bu gal ham unga til go'shtidan ovqat pishirib keldilar.

Podshohga topshiriqning ijrosi maqbul bo'ldi. Nima uchun?

3-mashq. Quyidagi maqollarni daftaringizga yozib oling va yodlang.

Tig' yarasi bitadi, lekin til yarasi bitmaydi. Odobning boshi - til. Yaxshi so'z-jon ozig'i, yomon so'z - bosh qozig'i. Yaxshi so'z bilan ilon inidan chiqadi, yomon so'z bilan pichoq - qinidan. Til - dil kaliti.

4-mashq. Topishmoqlarning javobini toping. O'zingiz ham **til, so'z, ilm, kitob** haqida bilgan topishmoqlaringizni o'rtoqlaringizga aytib bering.

1. Tilsiz aql o'rgatar. 2. Og'izdan chiqquncha meniki, og'izdan chiqqani elniki. 3. Asaldan shirin, zahardan achchiq. 4. Temir qo'rg'on ichida qizil toychoq o'ynaydi. 5. Bir nafasda olamni kezar.

**IV. MUSTAHKAMLASH**

Savollarga javob bering

1. Yer yuzidagi xalqlar nima uchun har xil tilda gaplashishadi?

2. Til-ijtimoiy hodisa deganda nimani tushunasiz?

3. Nima uchun yowoyi hayvonlar ichida o'sgan bolalar gapira olmaydi?

4.0'zbeklarning qayerlarda istiqomat qilishi haqida so'zlab bering.

5.Ijtimoiy so'ziga izoh bering.

6.O'zingiz o'rganayotgan xorijiy til haqida nimalarni bilasiz?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

5-mashq. **Uyga topshiriq.** Bugungi ozod va obod hayotimiz haqida fikrlaringizni yozing.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: 2-dars. O'ZBEK TILI - DAVLAT TILI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Yer yuzidagi xalqlar nima uchun har xil tilda gaplashishadi?

2. Til-ijtimoiy hodisa deganda nimani tushunasiz?

3. Nima uchun yowoyi hayvonlar ichida o'sgan bolalar gapira olmaydi?

4.0'zbeklarning qayerlarda istiqomat qilishi haqida so'zlab bering.

5.Ijtimoiy so'ziga izoh bering.

6.O'zingiz o'rganayotgan xorijiy til haqida nimalarni bilasiz?

**III. YANGI MAVZU BAYONI.**

2-dars. O'ZBEK TILI - DAVLAT TILI

1-topshiriq. Nima uchun ota, aka-uka yoki opa-singil tili emas, aynan onaga nisbat berib ona tili atamasidan foydalanamiz? Shu haqda bahs yuriting.

2-topshiriq. Siz yashayotgan yoki Sizga yaqin bo'lgan ko'cha, mahallaning 10—15 yil oldin qanday nom bilan yuritilganini eshitganmisiz? Agar farqlansa, buning sababini aytib bering.

Har bir millat o'z hayoti davomida aloqa-aralashuv quroli sifatida, asosan, bitta tildan foydalanadi. Farzandni tarbiyalab voyaga yetkazishda onaning o'rni beqiyos bo'lganligi, bola ilk tovushlarni, so'zlarni onasidan eshitganligi bois, bu tilga ona tili deyiladi.

Ota-bobolarimiz asrlar davomida ona tilimizni asrab-avaylab kelganlar.

1989-yilning 21-oktabr kuni o'zbek tiliga davlat tili maqomi berildi. Shundan boshlab ta'lim-tarbiya ishlari, majlislar, ish qog'ozlari, asosan, o'zbek tilida yuritiladigan bo'ldi.

Mustaqillik tufayli bu ish yanada jadallashdi.

Milliy qadriyatlarimizni, tariximizni o'rganish uchun keng yo'l ochildi.

6-mashq. Quyidagi hikmatli so'zlarni daftaringizga ko'chirib yozing. O'zingiz ham shunday misollar toping.

Ona tilim - jon-u dilim.

Ona tilim - jonimga masih.

Ona tilisini unutganlar xor bo'ladi.

7-mashq. She'rni o'qing va unda ilgari surilgan g'oyani aniqlang. Uning mustaqillik g'oyasiga birlashadigan jihatlari haqida gapiring.

Ona tilim - onajonim tili bu- Beshikdanoq singgan jon-u quloqqa. El-u yurtim xonumonim tili bu, Qadimlikda o'xshar ona tuproqqa.

(Mirtemir)

Tayanch so' z 1 ar: ona, bola, chaqaloq, beshik, alia, mehr, Vatan, munosib, farzand, ulg'aymoq, tarbiyalamoq, sevmoq, duosini olmoq, xizmat qilmoq



Savol va topshiriqlar

**IV. MUSTAHKAMLASH**

1. Ona tili deganda nimani tushunasiz?

2. O'zbek tiliga davlat tili maqomi qachon berilgan?

3. Tilimizda sodir bo'layotgan o'zgarishlar haqida nima deysiz?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

9-mashq. **Uyga topshiriq.** Mustaqillik tufayli tilimizda sodir bo'layotgan o'zgarishlar haqida hikoyacha yozing.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: TAKRORLASH AYRIM UNLILAR IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Ona tili deganda nimani tushunasiz?

2. O'zbek tiliga davlat tili maqomi qachon berilgan?

3. Tilimizda sodir bo'layotgan o'zgarishlar haqida nima deysiz?

**III. YANGI MAVZU BAYONI.**

TAKRORLASH

AYRIM UNLILAR IMLOSI

10-mashq. Maqollarni o'qing, unlisining aytilishi va yozilishiga diqqat qiling.

1. Vatanni sevmoq iymondandir. 2. Ona yurting omon bo'lsa, rang-u ro'ying somon bo'lmas. 3. Bulbul chamanini sevar, odam- Vatanini. 4. O'z yurtingning qadri o'zga yurtda bilinadi. 5. Qush ham iniga qarab intiladi.

11-mashq. Nuqtalar o'rniga i yoki **u** harflaridan mosini qo'yib ko'chiring.

But...n, sov...q, uyq..., kulg..., shov...llamoq, sup...rmoq, quv...r, uch...n, qiz...q, ...st...qlol.

* 1. mashq. Quyidagi so'zlarni daftaringizga ko'chirib yozing. **E** harfining yozilish o'rinlariga diqqat qiling.

Erk, ertak, ber, e'lon, yetti, ehtiyot, e'tibor, tole, termoq.

* 1. mashq. Gaplarni o'qing, o' unlisining aytilishi va yozilishiga diqqat qiling.

O'ziga boqma, so'ziga boq. O'qigan o'zar, o'qimagan to'zar. O'zga elda shoh bo'lguncha, o'z yurtingda gado bo'l. O'zini bilmagan o'zgani bilmas. O'zingni er bilsang, o'zgani sher bil.

**IV. MUSTAHKAMLASH**

Takrorlash uchun savollar

1. O'zbek tilida nechta unli tovush bor?

2. i unlilarining imlosi haqida ayting.

3.E va u unlilarining imlosi haqida so'zlab bering.

4.A va o unlilarining imlosi haqida gapiring.

14-mashq. **Uyga topshiriq.** Boshqotirmaning javobini toping. **A** harfining aytilishi va yozilishiga diqqat filing.

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| 4 |  | a |  | a |  |  |
|  | |  | a |  | | |

1. «Damas», «Tiko», «Neksiya» mashinalari ishlab chiqarilayotgan shahar nomi. 2. Husanning akasi. 3. Ish-... 4. Urishqoq xo'roz.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

***Mavzu***: **4-dars. AYRIM UNDOSHLARNING YOZILISHI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

**4-dars. AYRIM UNDOSHLARNING YOZILISHI**

15-mashq. So'zlarni daftaringizga ko'chirib yozing va ular o'rtasidagi farqlarni aytib bering.

Bob-bop, bol-pol, besh-pesh, barcha-parcha,dala-tala, dil - til, dur-tur, oz-os, eg-ek, mard-mart.

16-mashq. Tez aytishlarni mashq qiling. Qaysi tovushga ta'kid tushayotganini toping va shu tovushga ta'rif bering.

Turg'un turib tarozida turp tortdi. O'zim uzum uzdim. Sharif Sharofatni sharaflab she'r o'qidi. Qayiqqa ayiq chiqdimi, qayiq qirg'oqqa chiqdimi?

17-mashq.Gaplarni ko'chirib yozing. Undosh tovushlarning imlosiga diqqat qiling.

1. Obod va ozod Vatan bizniki. 2. Daraxtni yer ko'kartiradi, odamni- el. 3. Kattaga hurmatda, kichikka izzatda bo'l. 4. Sayoq yursang, tayoq yeysan. 5. Do'stsiz boshim-tuzsiz oshim. 6. Sog'lom tanda sog' aql.

18-mashq.Nuqtalar o'rniga **jc** yoki **h** harflaridan mosini qo'yib ko'chiring.

...ushyor, sa-..iy, ma..\*sulot, ...ulosa, ...arakat, ...urmatli, ...ukm,

...oziijavob, ta\_.t, sa...na, ...ayol, .».ar kim, .».ech qachon.

19-mashq. O'qing. Undosh tovushlarning imlosiga diqqat qiling.

1. Falak-palak, faqir-paqir, sof-sop, tuf-tup, to'fon-to'pon. 2. Juma, jurnal, jirafa, jonsarak, hayajon, jajji, g'ijjak. 3. Ong, tong, bong, hang- mang, ko'ngil, singil, dengiz, kelingiz. 4. G'ujg'on, og'a, tog', ag'darmoq.

**IV. MUSTAHKAMLASH**

1. O'zbek tilida nechta undosh tovush bor va ular yozuvda nechta • harf bilan ifodalanadi?

2.B-p, v-f, d-t, g-k undoshlarining yozilishi haqida gapirib bering.

3.H va jc undoshlarining yozilish o'rinlari qanday?

4.Q, g', ng undoshlarining imlosi haqida so'zlab bering.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

20-mashq **Uyga topshiriq.** «Ozod va obod diyorim» mavzusida kichik hikoya yozib keling.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: 5-dars. BOSH VA KICHIK HARFLARNING QO'LLANILISHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. O'zbek tilida nechta undosh tovush bor va ular yozuvda nechta • harf bilan ifodalanadi?

2.B-p, v-f, d-t, g-k undoshlarining yozilishi haqida gapirib bering.

3.H va jc undoshlarining yozilish o'rinlari qanday?

4.Q, g', ng undoshlarining imlosi haqida so'zlab bering.

**III. YANGI MAVZU BAYONI.**

5-dars. BOSH VA KICHIK HARFLARNING QO'LLANILISHI

21-mashq. Bosh harflarning ishlatilish sababini aniqlang, matnni ko'chirib yozing.

O'zbekiston-yer yuzining jannati.U bizning jonajon Vatanimizdir.

Yam-yashil bog'-rog'larga burkangan Farg'ona vodiysi, ko'hna Samarqand-u Buxoro, Xiva, azim Qashqadaryo va Surxondaryo yurtimizning maftunkor maskanlaridir.

O'zbekistonda Amudaryo, Sirdaryo, Zarafshon kabi daryolar, Chotqol, Qurama, Hisor, Nurota, Chimyon singari tog'lar bor.

22-mashq. «Mening ona shahrim» (yoki qishlog'im) mavzusida matn tuzing. Bosh harflarning ishlatilish o'rinlariga izoh bering.

23-mashq. Mashqimiz «Xato toping» deb nomlanadi. Matnda kichik harflar bilan berilgan so'zlarni to'g'rilab bosh harflar bilan yozing.

Mening bolalik yillarim Farg'ona vodiysining yaypan, nursuq, qudash, buvayda, tolliq, olqor, yulg'unzor, oqqo'ig'on degan qishloqlarida o'tgan. o'ttizinchi yillarning o'rtalarida bolaligimni o'ylaganimda chalakam-chatti tush ko'rganday edim: dumli yulduz chiqqan edi; Babar (Bobir bo'lsa kerak) degan yigitni otqorovul miltiq bilan otganda o'lmagan edi... (Abdulla Qahhor)

24-mashq. Buxoro, Hamid Olimjon, «Tong yulduzi» kabi so'z va so'z birikmalarining bosh harflar bilan yozilish sabablarini tushuntirib bering.

**IV. MUSTAHKAMLASH**

Takrorlash uchun savollar

1. Joy nomlari nima uchun bosh harf bilan yoziladi?

2.Kishilarning ism-familiyalari, taxalluslariga misollar keltirib, ularning qanday harf bilan yozilishini tushuntirib bering.

3.Korxona, tashkilot, gazeta, jurnal nomlari qanday yoziladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

25-mashq. **Uyga topshiriq.** O'zingiz istiqomat qilayotgan ko'cha (mahalla) yoki qishloq atrofiga joylashgan korxona va tashkilot nomlarini dafitaringizga yozing va ularning bosh harflar bilan yozilish sabablarini izohlang.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: BIR TOVUSH BILAN FARQ QILADIGAN SO'ZLAR MA'NOSI VA IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Joy nomlari nima uchun bosh harf bilan yoziladi?

2.Kishilarning ism-familiyalari, taxalluslariga misollar keltirib, ularning qanday harf bilan yozilishini tushuntirib bering.

3.Korxona, tashkilot, gazeta, jurnal nomlari qanday yoziladi?

**III. YANGI MAVZU BAYONI.**

6-dars. BIR TOVUSH BILAN FARQ QILADIGAN SO'ZLAR MA'NOSI VA IMLOSI

26-mashq. Gaplarni o'qing. Nuqtalar o'rniga quyida berilgan so'zlardan mosini qo'yib ko'chiring.

...bir o'lar, nomard-ming. Og'zi kuygan ...ni ham puflab ichadi. ... shamol esdi. Sakkizinchi ... - onamlarning bayrami. Onangni ...ingda tutsang, singlingni ...da tut. ... soat sakkiz yarimda boshlanadi. Oynaga ... ketdi.

So'zlar: mard, mart, qatiq, qattiq, kift,kaft,dars, darz.

27-mashq. So'zlarni izohlang va ular ishtirokida gaplar tuzing.

Barmoq-bormoq, da'vo-davo, sa'va-sava, yod-yot, odim-odam.

28-mashq. So'zlarni o'qing. Ularning o'rtasidagi farqlarni aniqlang.

azm-azim xalos-xolos urush-urish

ahl-ahil sut-sud paxta-puxta

Sanat saroyiga konsert tomosha qilgani bordik.

* 1. Chop yoni bilan turmoq.
  2. Urish, noming o'chsin jahonda... (Zulfiya)

**IV. MUSTAHKAMLASH**

1- Tilla-tila, qatiq-qattiq kabi so'zlarning yozilishini va ma'nosini ayting.

2. Qarz-qars, darz-dars, yod-yot kabi so'zlardagi o'zgarishlarni belgilab, ularning ma'nosini tushuntiring.

3. Yuqoridagi so'zlarni bir xil yozsak bo'ladimi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

30-mashq.**Uyga topshiriq. Uxlamoq-uhlamoq, shoh-shox, tana-ta'na** so'zlari ishtirokida gaplar tuzing va ularni izohlang.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: MA'NODOSH SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1- Tilla-tila, qatiq-qattiq kabi so'zlarning yozilishini va ma'nosini ayting.

2. Qarz-qars, darz-dars, yod-yot kabi so'zlardagi o'zgarishlarni belgilab, ularning ma'nosini tushuntiring.

3. Yuqoridagi so'zlarni bir xil yozsak bo'ladimi?

**III. YANGI MAVZU BAYONI.**

MA'NODOSH SO'ZLAR

31-mashq. Nuqtalar o'rniga quyida berilgan ma'nodosh so'zlardan mosini qo'yib ko'chiring.

1. Egilganga egilgin boshing yerga tekkuncha, kekkayganga kekkaygin boshing ...ka yetguncha (osmon, ko'k, samo). 2. ... o'zadi, egri to'zadi (to'g'ri, vijdonli, insofli). 3. Do'st achitib gapiradi, ... kuldirib (yov, g'anim, dushman). 4. ... avlod orzusi (yetuk, barkamol, raso). 5. ... do'st ayrilmas (o'lchovli, sanoqli, hisobli). 6. ...ga ayyor (muhayyo, shay, tayyor).

* 32-mashq. **Yuz, chehra, bet, aft, turq, bashara** so'zlarini bir matn ichida keltirib gaplar tuzing.

33-mashq. **Qaramoq, yugurmoq, irg'imoq** so'zlarining ma'nodoshlarini toping va ular ishtirokida so'z birikmalari tuzing.

**IV. MUSTAHKAMLASH**

Takrorlash uchun savollar

1. Ma'nodosh so'zlar deb qanday so'zlarga aytiladi?

2. Vatan so'zining ma'nodoshlarini toping.

3. Ozodlik, hurlik, mustaqillik so'zlaridagi ma'noviy farqlarni tushuntiring.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

34-mashq. **Uyga topshiriq. Bajarmoq, buyruq, ilg'or, kiyim, iste'dodli, o'rtoq** so'zlarining ma'nodoshlarini topib, ular ishtirokida gaplar tuzing va daftaringizga yozing.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: SHAKLDOSH SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Ma'nodosh so'zlar deb qanday so'zlarga aytiladi?

2. Vatan so'zining ma'nodoshlarini toping.

3. Ozodlik, hurlik, mustaqillik so'zlaridagi ma'noviy farqlarni tushuntiring.

**III. YANGI MAVZU BAYONI.**

9-dars. SHAKLDOSH SO'ZLAR

35-mashq. Gaplarni o'qing, shakldosh so'zlarni topib ularga izoh bering.

1. Bir yil tut ekkan kishi yuz yil gavhar teradi. Yaxshilarning etagini tut, adashmaysan. 2. Yoz - o'tmoqda soz. Dutor - eng yaxshi soz. 3. Arg'amchiga qil quwat. Nomusni yoshlikdan ehtiyot qil. 4. «Kadrlar tayyorlash Milliy dasturi»ni hayotga tatbiq etmoq. Filmdagi eng yaxshi chiqqan kadrlarni ko'rsatmoq.

36-mashq. **Yoq, karam, kuy, qo'y, ot, kul, mushak, oy, bog', taxt, et, chang** so'zlari ishtirokida gaplar tuzib, ularning matndagi ma'nolarini Izohlang. / 37-mashq. Gaplarni daftaringizga ko'chirib yozing, shakldosh so'zlarga izoh bering.

Topgan gul keltirar, topmagan bir bog' piyoz. Mustaqillik sharofati bilan yurtimizda ko'plab bog'lar barpo qilindi. Ozodlik - biz uchun eng katta davlat. Eli boy davlat kuchli va qudratli bo'lur. Ertalab atrofhi qalin tuman qopladi. Bizning tumanimizda bir qancha sport inshootlari qurildi.

**IV. MUSTAHKAMLASH**

Takrorlash uchun savollar

1. Shakldosh so 'zlar deb qanday so'zlarga aytiladi?

2. Kul so'zining shakldoshlarini ayting.

3. Shakldosh so'zlarni qanday farqlash mumkin?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

* 1. mashq. **Uyga topshiriq. Bor, yoq, dog', sir, tush** so'zlari ishtirokida gaplar tuzing. Ularning matn ichidagi ma'nolarini izohlang.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: ZID MA'NOLI SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Shakldosh so 'zlar deb qanday so'zlarga aytiladi?

2. Kul so'zining shakldoshlarini ayting.

3. Shakldosh so'zlarni qanday farqlash mumkin?

**III. YANGI MAVZU BAYONI.**

10-dars. ZID MA'NOLI SO'ZLAR

39-mashq. Gaplarni o'qing, zid ma'noli so'zlarni aniqlab, ularni izohlab bering.

L Do'st achitib gapiradi, dushman -kuldirib. 2.Baxtiyor oqni qoradan ajratadigan bo'lib qoldi. 3. Qarilar izzatda, yoshlar xizmatda.

40-mashq. Quyidagi zid ma'noli so'zlardan foydalanib, gaplar tuzing.

Egri-to'g'ri, baland-past, uzun-qisqa, achchiq-shirin, toza-kir.

41-mashq. Quyidagi so'zlarning zid ma'noli juftlarini topib, ular ishtirokida so'z birikmalari tuzing va daftaringizga yozing.

Oz-..., qalin-..., ulkan-..., keng-..., tinchlik-..., yer-..., kun-...

**IV. MUSTAHKAMLASH**

Takrorlash uchun savollar

1. Zid ma'noli so'zlar deb qanday so'zlarga aytiladi?

2. Do'st so'zi nima uchunyov, g'anim emas, ko'proq dushman so'ziga zid qo'yiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

42-mashq. **Uyga topshiriq.** Maqollarni o'qing. Shunga o'xshash maqollar topib, daftaringizga ko'chiring.

1. Aqlli uzoqni ko'zlar, aqlsiz yaqinni. 2. Tinchlik urushni yengar. 3.To'g'ri oshini yeydi, egri - boshini. 4. Baxil topsa, bosib yer, saxiy topsa, hamma yer. 5.Ko'p o'yla, oz so'yla.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: QO'SHMA SO'ZLAR IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Zid ma'noli so'zlar deb qanday so'zlarga aytiladi?

2. Do'st so'zi nima uchunyov, g'anim emas, ko'proq dushman so'ziga zid qo'yiladi?

**III. YANGI MAVZU BAYONI.**

11-dars. QO'SHMA SO'ZLAR IMLOSI

44-mashq. O'qing. Qo'shma so'zlarni aniqlab, yozilishiga diqqat qiling.

Respublikamizda uzluksiz ta'lim tizimi joriy qilindi. Uning bosh maqsadi chuqur bilimli, yuksak ma'naviyatli, hoziijavob yoshlarni tarbiyalashdan iborat. Mehmondo'st, mehnatsevar, bolajon xalqimizga mos bo'lgan sofdil, mard va dovyurak, dono yoshlar kelajak poydevoridir.

45-mashq. **Shirin, umum, xush, qora, oq, katta, uch, to'qqiz** so'zlarini ishtirok etkazib, qo'shma so'zlar tuzing.

Namuna: shirinso'z, shirinzabon, shirintomoq.

46-mashq. «Manzilga kim birinchi yetadi?» o'yinini tashkil qiling. Buning uchun uch guruhga bo'linib, sinf taxtasiga har bir guruhdan bittadan vakil chiqaring. Ular qo'shma so'zlarga 7 tadan misol yozsin. Kim birinchi bo'lib topshiriqni bajarsa, o'sha g'olib chiqqan bo'ladi.

1-guruh 2-guruh 3-guruh

Qorasuv Uchtepa xushbichim

**IV. MUSTAHKAMLASH**

1. Qo'shma so'zlar nechta so'zdan tashkil topgan bo'ladi?

2. Qo'shma so'zlar qanday yoziladi?

3.Balandparvoz so'zini ajratib, har bir so'zga alohida izoh bering.

4.Uchta so'zdan ham qo'shma so'z yasaladimi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

47-mashq. **Uyga topshiriq.** Gaplarni ko'chiring, qo'shma so'zlarni topib, izohlang.

Astoydil xafa bo'lganimni ko'rgan buvam tushuntira boshladi:

- Bolam, qadimgi odamlar qiziq bo'lgan. Mana, qishlog'imizning nomini olaylik. Bir zamonlar uni Mingchinor deb atashgan. Oq laylaklar qishlog'imiz chinorlariga in qo'yib ko'payib ketgach, Mingchinorni unutib, Laylakxona deb nom berishgan. O'shandan beri Laylakxona.

(S. Barnoyev)

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: JUFT SO'ZLAR IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qo'shma so'zlar nechta so'zdan tashkil topgan bo'ladi?

2. Qo'shma so'zlar qanday yoziladi?

3.Balandparvoz so'zini ajratib, har bir so'zga alohida izoh bering.

4.Uchta so'zdan ham qo'shma so'z yasaladimi?

**III. YANGI MAVZU BAYONI.**

JUFT SO'ZLAR IMLOSI

48-mashq. Gaplarni o'qing, juft so'zlarni aniqlab, ko'chirib yozing.

Temur qariyb yetmishga kirgan vaqtida ham aql-zakovatini, dov- yurakligini sira yo'qotmagan edi. U yolg'on-yashiqning dushmani bo'lib, hazil uning ko'ngliga yoqmasdi. (Ibn Arabshoh) U odil sudya, ilm-fan rahnamosi, rassomlar va olimlarning homiysi edi. (G.Veber) Temur dushmanlariga ofat keltiruvchi, askar-u lashkarboshilariga qattiqqo'l, xalqiga esa saxovatli ota kabi edi. (Sharofiddin Ali Yazdiy)

49-mashq.«Xato toping» o'yinini tashkil qiling. Quyida berilgan noto**'g'ri** so'zlarni, to'g'rilab yozing, ular ishtirokida gaplar tuzing.

Kuch-farosat, ko'cha-tomosha, aql-so'z, egri-dushman, gap-qudrat yaxshi-bugri, to'y-ko'y , do'st-u-yomon, baxt-xayol , o'y-saodat.

50-mashq. Juft so'zlarning tushirib qoldirilgan qismini topib, daftaringizga ko'chirib yozing.

Kasb-... kollejlari yangi tipdagi o'quv dargohi sanaladi. Mamlakatimizda tinchlik-...ning hukm surayotgani bizning baxtimizdir. E1-... manfaati uchun kurashish hammaning burchidir. Insonlarning aql- ..., fe'l-..., ma'naviy-... kamoloti mamlakat taraqqiyotini belgilaydi.

**IV. MUSTAHKAMLASH**

1.Juft so'zlar deb qanday so'zlarga aytiladi?

2. Juft so'zlarga misollar ayting.

3. Juft so'zlar qanday yoziladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

51-mashq. **Uyga topshiriq.** Juft so'zlar ishtirok etgan gaplar tuzing, ularning yozilishiga diqqat qiling.

Namuna: O'g'il-qizlarimiz jahondagi boshqa millat vakillaridan qolishmaydigan bo'lsin.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: DARAK, SO'ROQ, BUYRUQ VA HIS-HAYAJON GAPLARDA TINISH BELGILARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Juft so'zlar deb qanday so'zlarga aytiladi?

2. Juft so'zlarga misollar ayting.

3. Juft so'zlar qanday yoziladi?

**III. YANGI MAVZU BAYONI.**

13-dars. DARAK, SO'ROQ, BUYRUQ VA HIS-HAYAJON GAPLARDA TINISH BELGILARI

52-mashq. Matnni o'qing. Gaplarning oxiriga kerakli tinish belgilarini qo'yib daftaringizga ko'chiring.

Tog'ga ham chiqamizmi () dedi Feruza quvoncnidan qichqirib ( ) Zuhra Feruzaning qo'lidan ushlab yo'l boshlagan edi, oyisi tayinladi () -Yalpiz ham terib kelinglar (?) Feruza yalpiznihech ko'rmagan edi ( ) - Nima yalpiz ham gulmi ( ) deb so'radi ( ) - Voy, yalpizni bilmaysanmi () Fotima hayron bo'ldi () Yalpiz o't-da()

(O'. Hoshimov)

53-mashq. Rasm asosida «Bolalikning beg'ubor tongi» mavzusida og'zaki matn tuzing. Unda darak, so'roq, buyruqva his-hayajon gaplardan foydalaning.

Tayanch so'zlar: o'g'il, qiz, baxtli, gul, kapalak, varrak, bog', chamanzor, mehribon, g'amxo'rlik, o'ynamoq, yugurmoq, maza qilmoq, xursand bo'lmoq Kelishning ketishi bordir dunyoda, So'zingni ezgu qil-umring ziyoda!



(Yusuf Xos Hojib)

**IV. MUSTAHKAMLASH**

1.«0'zbekiston-mustaqil davlat». Bu gapning oxirida nima uchun nuqta ishlatiladi?

2.So'roq belgisining ishlatilishiga misollar keltiring.

3.Undov belgisi qanday gaplarda ishlatiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

55-mashq. **Uyga topshiriq.** Rivoyatni o'qib, undagi mazmun haqida o'ylang. Fikrlaringizni daftarga yozib keling.

Aytishlaricha, ikki qo'shni bir parcha yerni talashib qolishibdi.

-Bu yer meniki'.-debdi biri.

-Yo'q! Bu yer meniki!-debdi ikkinchisi.

Shunda yerdan sado chiqib:

-Ikkoving ham meniki!-debdi.

Shu sado tufayli ikki qo'shni murosaga kelib, yarashishibdi.

(Rivoyat)

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: SINTAKSIS VA PUNKTUATSIYA

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.«0'zbekiston-mustaqil davlat». Bu gapning oxirida nima uchun nuqta ishlatiladi?

2.So'roq belgisining ishlatilishiga misollar keltiring.

3.Undov belgisi qanday gaplarda ishlatiladi?

**III. YANGI MAVZU BAYONI.**

16-dars. SINTAKSIS VA PUNKTUATSIYA

1-topshiriq. Quyidagi so'zlarni bir-biriga bog'lab gap tuzing. O'zbekiston, buyuk, kelajak, davlat. Gap tuzish uchun nimalar qilganingizni ayting.

2-topshiriq. Yaxshi, kitob o'qi. Yaxshi kitob o'qi.

Yuqoridagi jumlalar bir-biridan nimasi bilan farq qilayotganini ayting. Tinish belgisining fikrni to'g'ri ifodalashdagi ahamiyatini tushuntiring.

Ma'lum bir fikrni ifodalash uchun so'zlarni tilimizning muayyan qoidalari asosida bir-biriga bog'lab, gap tuzamiz.

So'zlarning bir-biriga bog'lanishi, gap va uning turlarini o'rgatadigan tilshunoslik bo'limiga sintaksis, tinish belgilari va ularni yozma nutqda to'g'ri qo'llash yo'l- yo'riqlarini o'rgatuvchi tilshunoslik bo'limiga esa punktuatsiya deyiladi.

56-mashq. Gaplarni o'qing. Tinish belgisi bilan bog'liq holda gaplar ma'nosidagi farqni tushuntiring.

1. Bu gaping yomon, bo'lmadi. Bu gaping yomon bo'lmadi. 2. Sen katta, bola emassan. Sen katta bola emassan. 3. Ona aziz, farzandiga yelni ham ravo ko'rmaydi. Ona aziz farzandiga yelni ham ravo ko'rmaydi. 4. To'g'ri, yo'llarda ham mashaqqat bor. To'g'ri yo'llarda ham mashaqqat bor.

57-mashq. Maktabdagi hayotingiz bilan bog'liq 4 ta gap tuzing. Gapdagi so'zlarning o'zagini aniqlang. So'zlar gapda nimalar yordamida bog'lana- yotganini tushuntiring. Gap bo'laklarining joylashishiga diqqat qiling.

58-mashq. Berilgan gaplarning ma'nosini tinish belgisini qo'yfsh bilan o'zgartiring. Har bir gapni o'zgarguiicha va o'zgargandan keyin o'qing hamda ohangiga e'tibor qarating.

1. Sobir akam keldi. 2. Yaxshi bolalar vaqtini bekor o'tkazmaydi. 3. Xona katta kishilarga yoqdi. 4. Gullar chiroyli stolni bezab turibdi. 5. Akam 18

kecha kelgan mehmonlarni o'zi kutib oldi. 6. Ajdodlarimiz ulug' temuriylarga borib tutashadi.

59-mashq. Gaplar tuzing, vergulni o'zgartirish orqali yangi gaplar hosil qiling.

Namuna: Tashqariga chiqish mumkin emas, sovuq. Tashqarigachiqish mumkin, emas sovuq.

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Sintaksis nimani o'rganadi?

2. Punktuatsiya tilshunoslikning qanday bo'limi?

3. Sport, tinchlik, elchi so'zlarini bog'lab, gap tuzing. Qanday tinish belgilaridan foydalanganingiz sababini ayting.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

60-mashq. **Uyga topshiriq.** «Saxiy kuz keldi» mavzusida kichik hikoya tuzing. Unda ishlatilgan tinish belgilarini izohlang.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: GAP

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Sintaksis nimani o'rganadi?

2. Punktuatsiya tilshunoslikning qanday bo'limi?

3. Sport, tinchlik, elchi so'zlarini bog'lab, gap tuzing. Qanday tinish belgilaridan foydalanganingiz sababini ayting.

**III. YANGI MAVZU BAYONI.**

17-dars. GAP

*1-topshiriq.* 1. Gulzor, gul, ter. 2. Gulzordan gul teraman.

Birinchi qatordagi uchta so'z bilan ikkinchi qatordagi so'zlar nimasi bilan farq qilishini ayting.

2-topshiriq. Vatanni sevish to'g'risida maqol ayting. Tarkibida nechta so'z borligini aniqlang.

Siz yangi bir ertakni eshitdingiz. Uni o'rtoqlaringizga aytib bermoqchisiz. Ana shunda nima qilasiz? O'zingiz mansub bo'lgan tilning qonun-qoidalari asosida so'zlarni qo'shib hosil qilingan gaplardan foydalanasiz. Demak, nutqimiz gaplardan iborat bo'ladi. Masai an: 1. Baliqchi chol oltin baliq ushlab olibdi. 2. Sevinibdi. Bularning har ikkisi gap, lekin birinchisi bir necha so'zdan, ikkinchisi esa faqat bitta so'zdan tashkil topgan. Ularning har ikkisi uchun muhim narsa kesimlarning mavjudligi, tugallangan ohang bilan aytilishi va fikr ifodalashidir. Ana shu belgisi bilan gap so'z va so'z

birikmasidan farq qiladi.

Ohang va fikr tugalligiga ega bo'lib, kesimlik shakllari " orqali ifodalanuvchi so'z va so'zlar qo'shilmasiga gap deyiladi. Masalan: **Vohid o'midan turdi(0. Yoqubov). Yurti- miz qanday chiroyli!** Yozuvda gap oxiriga nuqta, so'roq yoki undov belgilaridan biri qo'yiladi va har bir gap bosh harf bilan boshlanadi.

61-mashq. Quyidagi so'zlardan foydalanib gaplar tuzing, so'zlarning bog'lanishiga alohida diqqat qiling.

1. Ma'naviyat, qalb, quyosh. 2. Biz, Amir Temur, nabira. 3. Mustaqillik, abadiy, bo'l. 4. Siz, o'z, Vatan, sev. 5. Iste'dod, bola, deganda, kim, tushun. 6. Ona, tabiat, e'zoz.

62-mashq. O'qing. Har bir qatordagi gap, so'z va so'z birikmalari sonini aniqlang.

1. Ko'hna Samarqand. Har bir o'zbek bu shahar bilan faxrlanadi. 2. Mana Registon. Binolarga hayrat bilan boqaman. 3. Kuch-adolatda. Bu-Sohibqironning hayotdagi shiori edi. 4. Kuch-bilimda. U insonni buyuk maqsadlar sari yetaklovchi mayoqdir.

63-mashq. **Ertasi,\ shahrimiz, tonggi, bobom, do'stning, yuksak, kelajagi** kabi so'zlarni tegishli so'zlar bilan kengaytiring, ular ishtirokida gaplar tuzing.

Namuna: Ertasi: Vatanimning ertasi - Vatanimning ertasi charog'on.

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Gap deb nimaga aytiladi?

2. Gapning so'z va so'z birikmasidan farqi nimada?

3. Bitta so'zni gapga aylantiring.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

64-mashq. **Uyga topshiriq.** «Gulxan» jurnalidagi biror rasm asosida hikoya tuzing. Tuzgan hikoyangizga sarlavha toping hamda og'zaki so'zlab bering.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: GAPDA SO'ZLARNING BOG'LANISHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Gap deb nimaga aytiladi?

2. Gapning so'z va so'z birikmasidan farqi nimada?

3. Bitta so'zni gapga aylantiring.

**III. YANGI MAVZU BAYONI.**

18-d a rs. GAPDA SO'ZLARNING BOG'LANISHI

1-topshiriq. Quyida berilgan so'zlarni bir-biriga bog'lab gap tuzing. So'zlarni bog'lash uchun nimalar qilganingizni ayting. Mustaqillik, biz, baxt, ber.

2-topshiriq. Berilgan gapdagi so'zlar orasiga va bog'lovchisini qo'ying.

Shahar, qishloqlarimizda bugun o'zgacha hayot hukm surmoqda.

Gap tarkibida ishtirok etgan so'zlar bir-biri bilan bog'lanadi. Masalan: qir va adir, Oygul bilan Baxtiyor; gulni hidlamoq, maktabga kelmoq kabi. Misollardan ko'rinadiki, so'zlarning bog'lanishi bir xil emas. Ayrim so'zlar va, ham, hamda, bilan singari bog'lovchi va bog'lovchi vazifasidagi so'zlar yoki sanash ohangi yordamida bog'lanadi.

Boshqalarida esa birinchi qism ikkinchi qismga - ni, -da, -dan, -ning kabi qo'shimchalar, tomon, to'g'risida, haqida, uchun singari yordamchi so'zlar bilan bog'lanadi. Masalan: akasiga olmoq, akasi uchun olmoq.

So'zlarning bog'lanishi ikki xil bo'ladi: teng bog'lanish va

tobe bog'lanish.

**Olma va o'rik** shaklidagi bog'lanish teng bog'lanish, **olmani**

**yemoq** shaklidagi bog'lanish esa tobe bog'lanish sanaladi.

65-mashq. Noto'g'ri bog'langan so'z birikmalarini toping va ularning nima sababdan bir-biriga bog'lanmasligini tushuntirib bering.

Shirin taom, shirin xotira, achchiq va shirin, qovunning shirini, kitobning shirini, qovunni kesmoq, daftarning olmoq, kitob bilan daftar, suv va havo, suvda cho'milmoq, suvga ichmoq, sutni ichmoq.

66-mashq. So'zlarni qaysi so'zga bog'lanishini toping va daftaringizga ko'chiring.

|  |  |
| --- | --- |
| ozodlikka | o'qimoq |
| ertakni | cho'milmoq |
| daryoda | dtiosi |
| lolani | erishmoq |
| onaning | uzmoq |

67-mashq. Berilgan hikmatli so'zlarni o'qing. So'z birikmalarini aniqlab, daftaringizga yozing.

Namuna: Vatanni sevmoq iymondandir.

(vatanni sevmoq, sevmoq iymondan)

1. Beshikdan qabrgacha ilm izla. 2. Hunar, hunardan rizqing unar. 3. Jannat onalar oyog'i ostidadir. 4. Vatan ostonadan boshlanadi. 5. Sihat tilasang ko'p yema, izzat tilasang ko'p dema. 6. Bir gul bilan yoz bo'lmas.

1-topshiriq. Maqol va hadislarning mag'zini chaqing. Ularni izohlang.

2-topshiriq. Ajratgan birikmalaringizdagi qaysi so'z asosiy ma'noni ifodalayotganini, qaysi biri uni to'ldirib, izohlab kelayotganini aniqlang.

**IV. MUSTAHKAMLASH**

1. Gapda so'zlar necha xil usul bilan bog'lanadi?

2.Teng bog'lanishga misollar keltiring.

3.Tobe bog'lanishga misollar ayting.

4.Kitob o 'qidim, yer va quyosh birikmalaridagi so'zlarning bog'lanishusullarni aniqlang.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**68-mashq. Uyga topshiriq.** So'zlarni bir-biriga bog'lab gaplar hosil qiling va ularni daftaringizga ko'chiring.

1. Biz, bog', ish. 2. Ona, dunyo, eng, chiroyli, ayol. 3. Toza, yur, kasal, bo'l. 4. Alisher Navoiy, o'zbek, xalq, buyuk, shoir. 5. Uy, ish, ona, yordam.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: SO'Z BIRIKMASI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Gapda so'zlar necha xil usul bilan bog'lanadi?

2.Teng bog'lanishga misollar keltiring.

3.Tobe bog'lanishga misollar ayting.

4.Kitob o 'qidim, yer va quyosh birikmalaridagi so'zlarning bog'lanish usullarni aniqlang.

**III. YANGI MAVZU BAYONI.**

19-dars. SO'Z BIRIKMASI

1-topshiriq. Kuylayman so'ziga nisbatan savol berib ko'ring (nimani? yoki kimni?) Darhol javob olasiz: yurtimni kuylayman. Bu birikmada qaysi qism muhim ahamiyatga ega ekanligini toping.

2-topshiriq. Chiroyli bino, katta bino, yangi bino birikmalaridagi tobe va hokim qismlarni aniqlang.

71-mashq. Gaplar tarkibidan so'z birikmalarini ajratib oling va ularning bog'lanish usullariga izoh bering.

1. Aql bozorda sotilmas. 2. Aql aqldan quvvat oladi. 3. Aybini yashirmoq nodonlar ishi. 4. Aqldan ortiq boylik yo'q. 5. Aqlni beaqldan o'rgan. 6. Ahmoqning katta-kichigi yo'q.

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Qanday bog'lanishga tobe bog'lanish deyiladi?

2. Hokim so'z deb nimaga aytiladi?

3. Tobe so'z haqida gapirib bering.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

73-mashq. **Uyga topshiriq. Bahor, do'stlik, tinchlik** so'zlari ishtirokida so'z birikmalari tuzing, so'zlarning bog'lanishiga alohida diqqat qiling.

Namuna: bahor gullari, bahorda ochilmoq, bahorni kutib olmoq, ilk bahor...

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: MUSTAHKAMLASH DARSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qanday bog'lanishga tobe bog'lanish deyiladi?

2. Hokim so'z deb nimaga aytiladi?

3. Tobe so'z haqida gapirib bering.

**III. YANGI MAVZU BAYONI.**

20-dars. MUSTAHKAMLASH DARSI

74-mashq. «Ikki yorti bir butun» o'yinini tashkil qiling. Ikki guruhga bo'lining. Birinchi guruh aytgan so'zga ikkinchi guruh so'z topib, ularni bir-biriga bog'lasin va izohlab bersin.

Namuna: 1-guruh 2-guruh

daraxtning (tobe so'z) so'rog'i: nimaning?

75-mashq. **Maktab** so'zi ishtirokida kim eng ko'p so'z birikmasi hosil qila olar ekan. Musobaqa tashkil qiling.

Namuna: maktabimiz bog'i, maktab binosi, maktabga bormoq, bizning maktabimiz va hokazo.

76-mashq. Teng bog'lanish usuli bilan hosil qilingan so'z birikmalarini daftaringizga yozing va so'zlarni bog'lovchi vositaga diqqat qiling.

Kuch -bilim va tafakkurda. Xalq va Vatan manfaati yo'lida kurashmoq hammamizning burchimizdir. Turli millat vakillari bilan inoq va ahil yashash ezgu maqsadimizdir. Ozod va obod, erkin va farovon hayotni barpo etish har bir yurtdoshimizning e'tiqodiga aylangan.

**IV. MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

78-mashq. **Uyga topshiriq. Ukam bilan singlim, kitoblar va daftarlar, ota-yu ona, gul-u bulbul** ko'rinishidagi bog'lanishlarni izohlashga harakat qilib ko'ring. O'zingiz ham shunga o'xshash misollar topib, yozing.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: GAPLARNING IFODA MAQSADIGA KO'RA

TURLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

21-dars. GAPLARNING IFODA MAQSADIGA KO'RATURLARI

1-topshiriq. Quyida berilgan gaplarning bir-biridan farqini ayting.

1. Sen qaysi kasbni yaxshi ko'rasan? 2.Dalalarda ishlar qizg'in. 3. Ertaga, albatta, bu she'rni yodlab kel. 4. Zora, u sening aytganlaringni qilsa.

2-topshiriq. Qachon? qanday? so'zlari ishtirokida gap tuzing. Bu gapni qanday maqsadda qo'llashingizni ayting.

Siz o'zingiz bilmagan narsalarni boshqalardan so'ramoqchisiz yoki o'zingiz bilgan axborotni tinglovchiga yetkazmoqchisiz. Ana shu vaqtda maqsadingizga

muvofiq keladigan gap shakllaridan birini tanlaysiz.

Gapning ifoda maqsadiga ko'ra to'rt xil shakli bor: 1) darak gap; 2) so'roq gap; 3) buyruq gap; 4) istak gap.

79-mashq. Matnni o'qing. Gaplarni ifoda maqsadiga ko'ra turlarini aytib bering. Sizning orangizda ham Qosimga o'xshagan bolalar bormi? Bu haqda o'ylab ko'ring.

YOMONLIKNING JAZOSI

Bir kishining Qosim ismli o'g'li bor edi. Ota-yu onasining so'ziga kirmasdan har xil yomon ishlarni qilar edi. Bolalar bilan urishib, yoqalashib, kiyimlarini yirtib kelar edi. Uyda mehmon uchun asrab qo'ygan taomlarni yegan vaqtda onasi:

-Qosim, o'g'lim! Taomni sen yedingmi? - desa, - Men yeganim yo'q! Mushuk yegandir, - der edi. Bora-bora otasining pulini ham o'g'irlab oladigan bo'ldi. Otasi bilib: «0'g'lim, pulni kim oldi?»-desa, «Onam olgandir», - deb onasini o'g'ri qilar edi.Bir kuni otasi stol ustiga bir tanga qo'yib o'zini uxlaganga solib yotdi. Qosim kelib, sekin tangani og'ziga soldi. Shu vaqt otasi uni ushlab qolmoqchi bo'lgan edi, Qosim tangani yutib yubordi. Tanga uning halqumiga tiqilib, jon berdi.

Ey bolalar! Ko'rdinglarmi, yomonning yomonligi o'z boshiga yetdi.

(Abdulla Avloniy)

80-mashq. Gaplarni o'qing, ularning ifoda maqsadiga ko'ra turlarini topib, daftaringizga yozing.

Ilm baxt keltiradi. limning aql chirog'i ekanligini bilasizmi? Dunyo ko'raman desang, o'qi! Ilm olish igna bilan quduq qazish demakdir. Qani endi, men ham o'qib olim bo'lsam edi. Bilmaslik ayb emas, bilimga intilmaslik ayb. Bilimning har qanday boylikdan afzal ekanligidan xabardormisiz?

81-mashq. To'rt guruhga bo'lining. Birinchi guruh darak gapga, ikkinchi guruh so'roq gapga, uchinchi guruh buyruq gapga, to'rtinchi guruh istak gapga 3 tadan misol yozsin. Qani, kim birinchi bo'lib topshiriqni bajarar ekan?

Namuna: 1. Mustaqillikning oydin yo'lidan ketyapmiz. 2.0'zbekiston BMTga qachon a'zo bo'lgan? 3. Ona yurtingni ko'z qorachig'idek asra! 4. Ertaga yomg'ir yog'masa edi.

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Gapning ifoda maqsadi deganda nimani tushunasiz?

2. Ifoda maqsadiga ko'ra gapning qanday turlarini bilasiz?

3. Gapning ifoda maqsadiga ko'ra turlariga misollar keltiring.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

82-mashq. **Uyga topshiriq.** O'zingiz yoqtirgan badiiy asardan gapning ifoda maqsadiga ko'ra turlarining har biriga 2 tadan misol yozing.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: DARAK GAP

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Gapning ifoda maqsadi deganda nimani tushunasiz?

2. Ifoda maqsadiga ko'ra gapning qanday turlarini bilasiz?

3. Gapning ifoda maqsadiga ko'ra turlariga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

22-dars. DARAK GAP

1-topshiriq. Oromgohda ko'rganlaringiz haqida hikoya qilib bering. Qanday gaplardan foydalanganingizni ayting.

2-topshiriq. Maktab direktori nomiga ariza yozing. Qanday gaplardan foydalanganingizni ayting.

Darak gapda biror voqea-hodisa haqida xabar beriladi. Shuning uchun darak gaplarning kesimi darak-xabar ma'nosini bildiruvchi so'zlar yordamida ifodalanadi. Masalan: Vatanimizning har bir qarich yerini qadrlaymiz.

Darak, xabar ma'nosini bildiruvchi gaplarga darak gaplardeyiladi. Darak gaplar oxiriga yozuvda doimo nuqta**qo'yiladi.**

83-mashq. Gaplarni o'qib, ularning nima sababdan darak gap ekanligini aytib bering.

Quduq yonida uch xotin uchrashib qolishdi. Biri o'z o'g'lini juda sho'x, yerga ursa osmonga sapchiydi, deb maqtandi. Ikkinchisi o'g'lining ashula aytishini ulug'ladi. Uchinchi ayol o'g'li haqida hech narsa demadi.

Shunda uchala ayohiing o'g'illari kelib qolishdi. Birinchi bola hushtak chalib, osmonga tosh otdi. Ikkinchisi ashula boshladi. Uchinchi ayolning o'g'li indamay kelib, onasining qo'lidan paqimi olib, unga yordamlashdi.

Aytinglar-chi, kimning o'g'li yaxshi ekan? (O'. Hoshimov)

84-mashq. So'roq gaplarni darak gaplarga aylantirib ko'chiring.

Vatanning muqaddas tushuncha ekanligini bilasizmi? Dunyoda onadan ulug'roq zot bormi? Kitobning bilim manbayi ekanligini kim ham bilmaydi deysiz? Yaxshilik yerda qoladimi? Yaxshi do'st o'rtog'iga xiyonat qiladimi?

**IV. MUSTAHKAMLASH**

1. Qanday gaplarga darak gap deyiladi?

2. Darak gaplar oxiriga qanday tinish belgisi qo'yiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

86-mashq. **Uyga topshiriq.** Quyidagi so'zlardan foydalanib darak gaplar tuzing. Gapda so'zlarning bog'lanishiga diqqat qiling.

1. Go'zallik, husn, emas, mehnat. 2. Mehnat, mehnat, tag, rohat. 3. Mehnat, kel, boylik, turmush, bo'l, chiroyli. 4. Daryo, suv, bahor, tosh, odam, qadr, mehnat, osh. 5. Hurmat, savlat, mehnat, davlat.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: SO'ROQ GAP

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qanday gaplarga darak gap deyiladi?

2. Darak gaplar oxiriga qanday tinish belgisi qo'yiladi?

**III. YANGI MAVZU BAYONI.**

23-d a rs. SO'ROQ GAP

1-topshiriq. Kim, nima, qachon so'roq bildiruvchi so'zlar ishtirokida gap tuzing. Gaplarning farqini ayting.

*2-topshiriq. Quyida berilgan gaplarning qanday javob talab qilishiga ko'ra farqini ayting.* 1. Siz qaysi yozuvchilarni sevasiz? 2. Abdulla Qodiriyning «0'tkan kunlar» romanini o'qiganmisiz?

**So'roq ma'nosini bildirgan gaplar so'roq gaplar hisoblanadi.**

So'roq gaplar so'roq olmoshlari **(kirn?, nima?, qayer?, qancha?** kabi), so'roq yuklamalari **(-mi, -chi, -a (-ya)** yoki so'roq ohangi yordamida ifodalanadi. Masalan: -Tunda yo'lga chiqamiz. - Tunda?

Yozuvda so'roq gap oxiriga so'roq (?) belgisi qo'yiladi.

89-mashq. Nuqtalar o'rniga so'roq olmoshlari yoki so'roq yuklama- laridan birini qo'yib gaplarni daftaringizga ko'chiring.

-... tishlaysan?-dedi Til duduqlana-duduqlana Tishga.

-Uchingdan ozginasini uzib tashlamoqchi edim-da!-javob qildi Tish.

- Gunohim ...?

-Shuni ham bilmaysan..., ko'ringanga zahar sochasan, hamma sendan bezor. Sal qisqartirib qo'ysam, shirinroq bo'lar ...ding?

Qissadan hissa: Tilning zahari-jonning azobi.

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Qanday gaplar so'roq gap hisoblanadi?

2. So'roq gaplar qanday vositalar yordamida ifodalanadi?

3. So'roq gap oxiriga qanday tinish belgisi qo'yiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

90-mashq. **Uyga topshiriq.** O'qiyotgan badiiy asaringizdan so'roq gaplarga misollar yozing.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: SO'ROQ OLMOSHLARI YORDAMIDA IFODALANGAN SO'ROQ GAPLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qanday gaplar so'roq gap hisoblanadi?

2. So'roq gaplar qanday vositalar yordamida ifodalanadi?

3. So'roq gap oxiriga qanday tinish belgisi qo'yiladi?

**III. YANGI MAVZU BAYONI.**

24-dars. SO'ROQ OLMOSHLARI YORDAMIDA IFODALANGAN SO'ROQ GAPLAR

1-topshiriq. Shaxsni, miqdorni, o'rinni aniqlash uchun beriladigan so'roqlarni toping va ularni gap ichida keltiring.

2-topshiriq. Belgini, paytni, narsa va hodisalarni aniqlash uchun beriladigan so'roqlarni toping va ular ishtirokida gap tuzing.

So'roq gaplar tarkibida ko'pincha so'roq olmoshlari ishtirok etadi.

— " "

So'roq olmoshlari yordamida ifodalangan so'roq gaplar \* so'roqqa javob bo'luvchi so'zni talab qiladi.

Masalan: -Ko'chatlarga kim suv quydi? -Salim.

91-mashq. Nuqtalar o'rniga so'roq olmoshlaridan mosini qo'yib, gaplarni daftaringizga ko'chiring. Savollarga javob berishga harakat qiling.

1. Uchi ochilmagan qalamning ... qirrasi bor? 2. Boku ... davlatning poytaxti sanaladi? 3. Qo'rqma, yuraging yorilmasin, ... yotibsan? (Ertakdan) 4. Ketsang, yana ... kelasan? 5. Bobo,... odobli? Menmi yoki Shuhratmi, ayting, axir? (X. To 'xtaboyev) / 92-mashq. Nega?, kim?, nima?, qaysi?, qanday?, qanaqa? olmoshlari ishtirokida gaplar tuzing va ularni izohlang.

93-mashq. Matnni o'qing. So'roq gaplarni topib, ifodalanish usullarini tushuntirib bering.

Sobir buvajonini o'zining kutilmagan, ba'zan esa qiyin savollari bilan ajablantirib, hatto shoshirib ham qo'yardi.

Bir kuni buvasining yelkasida bog'chaga ketayotgan Sobir, o'zim yuraman, deb yerga tushdi. Chopqillayman deb qoqilaverdi. Shunda buvasi:

-Ko'zingga qarab yur, bo'tam, -degandi, Sobir:

-Ko'zimga nima bilan qarayman,-deb buvasini kuldirdi.

Boshqa safar u buvasidan so'rab qoldi:

-Aql nimada, buvajon!

-Aql ...-Nodir buva o'ylab olib, dedi:-Bu-es-hush. Miyada bo'ladi.

-Miyada bo'lsa, uni qanaqa qilib yeb bo'ladi?

-Kimdan eshitding buni?

-Oyim aytdi-ku: «Aqlingni yeb qo'yibsan!» deb.

Bu ham Nodir buvaning soqolini selkillatib kulishiga sababchi bo'ldi.

(Hakim Nazir)

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. So'roq olmoshlari yordamida ifodalangan so'roq gaplar so'roq yuklamalari yordamida ifodalangan so'roq gaplardan qanday farq qiladi?

2. Belgini (rang, maza, hajm va boshqalar), o'rinni, miqdorni, shaxsni, narsani bildiruvchi so'roqlarni aniqlang.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

94-mashq. **Uyga topshiriq.** «Qarisi bor uyning parisi bor» mavzusida matn tuzing. Unda so'roq olmoshlari ishtirok etgan so'roq gaplardan foydalaning.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: SO'ROQ YUKLAMALARI YORDAMIDA IFODALANGAN SO'ROQ GAPLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. So'roq olmoshlari yordamida ifodalangan so'roq gaplar so'roq yuklamalari yordamida ifodalangan so'roq gaplardan qanday farq qiladi?

2. Belgini (rang, maza, hajm va boshqalar), o'rinni, miqdorni, shaxsni, narsani bildiruvchi so'roqlarni aniqlang.

**III. YANGI MAVZU BAYONI.**

25-dars.SO'ROQ YUKLAMALARI YORDAMIDA IFODALANGAN SO'ROQ GAPLAR

1-topshiriq. -mi, -a (-ya) yuklamalari yordamida so'roq gap hosil qiling.

2-topshiriq. -chi yuklamasi yordamida so'roq gap hosil qiling. So'roq yuklamasining qanday yozilganini tushuntiring.

So'roq gaplarning bir guruhi -mi, -chi, -a(ya) kabi so'roq yuklamalari orqali ifodalanadi. Bu yuklamalar so'roq gaplarning kesimi oxiriga qo'shiladi.

So'roq yuklamalari orqali ifodalangan so'roq gaplar **ha yoki yo'q javoblarini talab qiladi.** ^

Yozuvda **-mi** yuklamasi kesimga qo'shib yoziladi. **-chi** va **| -a(-ya)** yuklamalari esa o'zi qo'shilayotgan so'zdan chiziqcha , 1 bilan ajratib yoziladi. I

95-mashq. Nuqtalar o'rniga **-mi, -chi, -a, -ya** yuklamalaridan mosini qo'yib, gaplarni daftaringizga ko'chiring.

1. Shu aziz Vatan barchamizniki emas...? 2. Kasallikka eng yaxshi davo mehnat ekanligini bilasiz...? 3. Singling a'lo o'qishi bilan hammani xursand qilyapti, sen-...? 4. Shu ishlarni o'zing qilib qo'ya qolsang-...? 5. Chaqimchilik nima ekanligini bilasizlar...? U - odamlarning gaplarini bir-biriga tashimoqlikdir. (Hadisdan)

96-mashq. «Odob salomdan boshlanadi» mavzusida bahs yuriting. Bahs davomida so'roq gaplardan foydalaning.

97-mashq. Matnni o'qing. So'roq gaplarni topib, ularni hosil qiluvchi vosita haqida gapirib bering.

Bir podshoh vazirini chaqirib buyuribdi:

-Bir imorat qurdirki, tepasi osmonga, tagi yerga tegmasin.

Vazir:

-Bu qanday buyruq ekan-a?-deb o'ylabdi. Keyin kallasiga bir fikr kelib qolibdi. - Xo'p, mayli! Men aytganlaringizni bajaraman, lekin siz ham qovoqqa o'xshagan savat to'qiting. Men ishlayotgan yerga shu savatda suyuq osh olib borishsin, -debdi.

Shunda podshoh:

- Savatda hech zamonda suyuq osh turadimi, ahmoq?! - deb urishibdi. Vazir:Ey podshohim, bo'lmasa ochiq havoga hamimorat qurib bo'ladimi? -deb podshohni mot qilgan ekan.

(O'zbek xalq ertahlaridan)

98-mashq. Matnni o'qing. So'roq gaplarni topib, ularning hosil bo'lishini tushuntiring. Sizning oyingiz ham shundaymi?

YAXSHI OYI

Baxtiyor koptok o'ynayotgan o'rtog'iga tashvishlanib qararkan, so'radi:

-Alibek,bugun juda ko'p o'ynab yubording-ku. Oying urishmaydimi?

-Yo'q, bugun urishmaydilar,-dedi Alibek gerdaygancha.

Baxtiyor hayron yelka qisdi:

-Nega endi bugun urishmas ekanlar?

Alibek yotig'i bilan tushuntirdi:

* Bugun-chi, uyimizga amakimlar kelishgan. Uyimizga mehmon kelgan kuni oyimlar mqni urishmaydi...

(E. Madrahimov)

**IV. MUSTAHKAMLASH**

1- -tni yuklamasi qanday yoziladi?

2. -chi va -a (-ya) yuklamalarining yozilishini misollar asosida tushuntiring.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

99-mashq. **Uyga topshiriq.** Bobongiz, buvingiz yoki keksa yoshdagi qo'shnilaringiz bilan tarix haqida«$uhbatlashing. Suhbatning mazmunini qisqacha qilib daftarga yozing. Unda so'roq yuklamalaridan foydalaning.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: BUYRUQ GAP

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1- -tni yuklamasi qanday yoziladi?

2. -chi va -a (-ya) yuklamalarining yozilishini misollar asosida tushuntiring.

**III. YANGI MAVZU BAYONI.**

26-dars. BUYRUQ GAP

Topshiriq. O'qi, bajar fe'llari ishtirokida ikkita gap tuzing. Tuzgan gaplaringizning darak va so'roq gaplardan nimasi bilan farq qilayotganini ayting.

Buyurish, da'vat qilish ma'nolarini bildirgan gaplar buyruq gap sanaladi. Masalan: Chiroyli yoz.

Buyruq gaplarning kesimi buyruq shaklidagi fe'llar orqali ! ifodalanadi. Buyruq gap oxiriga nuqta qo'yiladi.

100-mashq. «Kattaga hurmatda, kiehikka izzatda bo'b> maqolini qanday tushunasiz? Sizning orangizda bunga amal qilmaydigan bolalar bormi?

101-mashq. Gaplarni o'qing, buyruq gapni hosil qiluvchi vositalar haqida so'zlang. Kim bilan do'stlashish kerakligi haqida siz ham o'ylab ko'ring.

Agar sen haqiqiy do'st topmoqchi bo'lsang, quyidagilarga amal qil: -Do'stingdan hech narsani ayama.

-Uning nuqsonlarini yashir, faqat o'ziga ayt, toki ulami tuzatib olsin.

-Do'sting gapirganda diqqat bilan quloq tut!

-Uning gaplaridan ayb qidirma.

-Unga hurmat bilan munosabatda bo'l.

-U yo'qligida orqasidan yomonlama.

-Do'sting quvonsa, quvon, qayg'ursa, qayg'ur.

-Kerak bo'lganda uni himoya qil! (Husayn Voiz Koshifiy)

\*102-mashq. Gaplarni ko'chiring. Buyruq gapni hosil qilayotgan qo'shimchalar, vositalar tagiga chizing, izohlang.

l.O'zingga yoqqan narsani boshqalarga ham ravo ko'r. (Hadisdan) 2. To'liq pishmagan mevalarni yemangiz, issiq vaqtlarda yog'li narsalar yemakdin saqlaningizlar. (Rizouddin ibn Faxruddin) 3. Onangning aytganlariga quloq solgin, nima buyursa, bajargin. 4. Maqsadimiz-tinch yashash, O'qish, ishlash va qurish. Urushni xohlamaymiz, Yashasin erkin turmush. (Qudrat Hikmat)

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Buyruq gaplarning darak va so'roq gaplardan farqini ayting.

2. Buyruq gap kesimi qanday so'zlar orqali ifodalanadi?

3. Buyruq gap oxiriga qanday tinish belgisi qo'yiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

103-mashq. **Uyga topshiriq. «Agar sharmisor bo'lmayin desang, qilmagan ishni qildim dema»** («Qobusnoma»dan) hikmati mazmunini ifodalovchi hikoya tuzing va uni o'rtoqlaringizga o'qib bering.

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**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: ISTAK GAPLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Buyruq gaplarning darak va so'roq gaplardan farqini ayting.

2. Buyruq gap kesimi qanday so'zlar orqali ifodalanadi?

3. Buyruq gap oxiriga qanday tinish belgisi qo'yiladi?

**III. YANGI MAVZU BAYONI.**

27-dars. ISTAK GAPLAR

Topshiriq. Bo'lsa, kelsa so'zlari ishtirok etgan gap tuzing. Gap ma'nosini tushuntiring.

Kesimi **-sa** shaklidagi fe'llar orqali ifodalangan gaplar istak gap hisoblanadi. Masalan: **Xorijiy tillarni yaxshi o'rganib, chet ellarga o'qishga borsanu**

Istak gaplar oxiriga nuqta (.) qo'yiladi.

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Istak gap deganda nimani tushunasiz?

2. Istak gaplar oxiriga qanday tinish belgisi qo'yiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

107-mashq. **Uyga topshiriq.** «Yurtimning ertasi mening tasawurimda» mavzusida insho yozing. Inshoda, albatta, istak gaplar ishtirok etsin.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: TIL **VA NUTQ**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Istak gap deganda nimani tushunasiz?

2. Istak gaplar oxiriga qanday tinish belgisi qo'yiladi?

**III. YANGI MAVZU BAYONI.**

28-dars. HIS-HAYAJON GAP

Gaplar so'zlovchining his-hayajoni qo'shilishi yoki ; qo'shilmasligiga ko'ra **his-hayajonsiz gaplar va his-hayajon j gaplarga** bo'linadi.-Gulni men o'stirdim!-Bu gap og'zidan qanday chiqib ketganini Odiljon sezmay qoldi. - Hali g'unchasi ko'p, mana ko'rasizlar, ochilganda Nodiragaham, Nigoraga ham beraman.

Bobo iljayib uning yelkasiga qoqdi: - Barakalla, bo'talog'im! Niyatingki birovlarning ko'nglini olish ekan, demak, sendan haqiqiy bog'bon chiqadi.

(Farhod Musajon)

109-mashq. Berilgan gaplarni his-hayajon bilan o'qing.

1. -Iya, o'g'lim a'lochi derdingiz, xati shumi hali... (Hakim Nazir) 2. Barakali mehnatdan so'ng rohatlanib dam olish qanday zavqli! 3. O, qoyilman, shuniyam hisobga oldingizmi?! (Oybek)

1-topshiriq. Gaplardagi his-hayajonni ifodalovchi vositalarni topib izohlang.

2-topshiriq. Gaplarni his-hayajonsiz o'qib ko'ring. Ular ifoda maqsadiga ko'ra qanday gaplar hisoblanadi? Tinish belgilari qo'yilishida o'zgarish bo'ladimi?

110-mashq. Berilgan his-hayajonsiz gaplarni his-hayajon gapga aylantiring. Tinish belgilariga e'tibor bering.

1. Bahor... Baiqut kiyib bezandi bog'lar. (E.Vohidov) 2. Ipak qurticha g'ayrating yo'qmi? (Navoiy) 3. Suhbat aylaylik, kelinglar, jo'ralar, o'rtog'lar. (Muqimiy) 4. Toiiggi qishloq manzarasi go'zal. 5. Bu chorakni a'lo baholarga yakunlasang.

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1.His-hayajon gap deganda nimani tushunasiz?

2.His-hayajon gaplarning qanday belgilari bor?

3.His-hayajon gaplar oxiriga qanday tinish belgisi qo'yiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

111-mashq. **Uyga topshiriq.** 1-2 tadan darak, so'roq, buyruq, istak shaklidagi his-hayajon gaplar tuzing. Gaplarda his-hayajonni ifodalovchi vositalardan foydalaning.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: MUSTAHKAMLASH DARS1

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.His-hayajon gap deganda nimani tushunasiz?

2.His-hayajon gaplarning qanday belgilari bor?

3.His-hayajon gaplar oxiriga qanday tinish belgisi qo'yiladi?

**III. YANGI MAVZU BAYONI.**

29-dars. MUSTAHKAMLASH DARS1

Bu dars bahs, musobaqa shaklida o'tkaziladi. Buning uchun, awalo, 4 guruhga bo'lining. Musobaqa bir necha bosqichda o'tkaziladi. Qaysi guruh bir tan-u bir jon bo'lib o'z bilimdonligini, sinchkovligini ko'rsatsa va eng ko'p ball yig'sa, g'olib bo'ladi.

1-bosqich. «Tez yurar» o'yini. O'qituvchi guruhning har bir a'zosiga o'tilgan mavzu bo'yicha navbatma-navbat bittadan savol beradi. O'quvchilar o'rnidan turib 3 lahza ichida javob berishi kerak. Shu muddat ichida javob berolmagan o'quvchi tik turgan holda qoladi. Shu muddat ichida javob bergan guruh 10 ball oladi. Tikka qolgan o'quvchilar soni 10 dan ayiriladi va bu guruh to'plagan ball hisoblanadi.

2-bosqich. O'qituvchi har bir guruhga quyidagi 4 gapni bo'lib beradi. l.Har ikkimizning ham baxt izlab yurgan o'spirinligimiz ma'lumbo'ldi (G'afur G'ulom). 2.Qo'shish, ayirish, bo'lish, ko'paytirishlarni bilib oldim (Hakim Nazir). 3. Unga Shakarbek deb ism qo'yishibdi («Shirin bilan Shakar» dostonidan). 4. Shahar ko'chalari keng va chiroyli.

Ushbu darak gaplardan imkoni boricha ko'proq so'roq, buyruq, istak hamda his-hayajon gaplar hosil qilinadi. Bu gaplarni hosil qiluvchi vositalardan, albatta, foydalaniladi. Shuningdek, gaplarga boshqa so'zlarni, ayniqsa, fe'llarni qo'shish mumkin. Faqat gapning mazmuni o'zgarib ketmasin. Har bir to'g'ri tuzilgan gapga 1 ball beriladi, noto'g'ri bo'lsa ball berilmaydi.

3-bosqich. O'qituvchi sinf taxtasiga har bir guruh uchun bittadan gap yozadi. Gaplarda tinish belgilari hamda imlo bilan bog'liq 5 ta xato bo'ladi. Guruhlar uni qog'ozga ko'chirib, 2 daqiqada xatolarni tuzatib, o'qituvchiga topshirishi kerak. O'qituvchi javoblarni sinf taxtasida tahlil qilib beradi. Har bir to'g'ri tuzatilgan xato uchun 1 ball beriladi.

4-bosqich. Har bir guruhdan bittadan o'quvchi taklif qilinadi.

O'qituvchi ifoda maqsadi hamda his-hayajon ishtirokiga ko'ra turlicha

bo'lgan 5 ta gapni o'qib eshittiradi. Guruh vakillari beshala gapni bexato yozishlari, zarur bo'lgan tinish belgilarini to'g'ri qo'yishlari kerak. Eng yuqori ball 10 ball, har bir xato uchun bir baldan olib tashlanadi.

5-bosqich. Musobaqa yakunlanib, natijalar xulosalanadi.

Agar guruhingiz g'olib bo'lolmasa yoki oxirgi o'rinlarda qolib ketgan bo'lsa, xafa bo'lmang. Yaxshisi, keyingi shunday musobaqalarda g'olib bo'lish uchun o'tilganlarni takrorlab turing, puxta va izchil bilim oling.112-mashq. Uyga topshiriq. Berilgan so'zlarni ifoda maqsadiga ko'ra qanday gapning kesimi bo'lishini e'tiborga olib, jadvalga joylashtiring.

Kelyapti, aytsa, yugur, baland, biladimi, ko'rsaydi, ko'rdik, o'qimoqchiman, bersin, borasan-a, qani kelsa, odobli, tushunsa.

**IV. MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

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**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: GAP BO'LAKLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

32-dars. GAP BO'LAKLARI

Topshiriq. ***Quyida berilgan so'roqlar asosida gap tuzing.*** Kim?, qachon?, qayerga?, nima bilan?, nima qildi?

Gap tarkibida ma'lum so'roqqa javob bo'luvchi mustaqil N

so'z yoki so'zlar birikmasi gap bo'laklari hisoblanadi.

113-mashq. Quyidagi jadval asosida gaplar tuzishga harakat qilib ko'ring.

|  |  |  |  |
| --- | --- | --- | --- |
| Kim? | kim bilan? | qayerga? | nimaqildik? |
| Biz | o'qituvchimiz bilan | muzeyga | bordik |

114-mashq. Gaplarni o'qing, so'zlarning qaysi so'roqqa javob bo'layotganini aniqlab, qavs ichiga so'rog'ini yozib qo'ying.

Bir kuni ( ) bog'ga ( ) shamol ( ) kiribdi-da (), bir joyga ( ) berkinib olib (), gullarni ( ) tomosha qila boshlabdi ( ). Unga ( ) gullar () juda yoqibdi ( ). Shovullab () ularning oldiga () kelibdi ( ). Gullar ( ) undan () qo'rqishmabdi ( ). (Z. Ibrohimova)

115-mashq. So'zlarni o'rni-o'rniga qo'yib, gaplar hosil qiling. Bunda gap bo'lakiarining o'rniga diqqat qiling.

1. Gapiga, kattaning, bir, kichikning, bir, kir. 2. Bo'lsa, ruxsatsiz, eshik, ham, ochiq, kirma. 3. Ozoda, sog', desang, yuray, bo'l. 4. G'oz, oz, hunaring, maqtanma. 5. Bo'lmang, uyalib, maqtanchoq, qolasiz.

116-mashq. O'qing. Ostiga chizilgan so'zlarga savol bering.

Bo'ron. Jala. Ouvosh. Daryo o'zlarining zo'rligi haqidagi masalani yecholmay Odamzodning oldiga borishibdi.

-Hoy, Odamzod, qani ayt-chi, bizlarning ichimizda kimimiz zo'r? - Senlardan ham ahillik, do'stlik zo'r,-debdi Odamzod. - Ular bor jovda senlar hech narsa emassanlar. Daiyodan zo'r, Jaladan kuchli, Bo'rondan qudratli. Quyoshdan haroratli bu-ahillik. do'stlikdir!

(A. Alimardonova, Q. Nazarov)

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Gap bo'lagi tushunchasini izohlang.

2. Kim?, qayerga?, nima uchun?, nima qildi? so'roqlariga javob bo'luvchi bo'laklar ishtirok etgan gap tuzing.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

117-mashq. **Uyga topshiriq.** «Men ardoqlaydigan fazilat» mavzusida matn tuzing. Undagi gaplar tarkibida kelayotgan bo'laklarga diqqat qiling.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: KESIM

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Gap bo'lagi tushunchasini izohlang.

2. Kim?, qayerga?, nima uchun?, nima qildi? so'roqlariga javob bo'luvchi bo'laklar ishtirok etgan gap tuzing.

**III. YANGI MAVZU BAYONI.**

33-dars. KESIM

1-topshiriq. O'qidim, ko'rding, aytdi so'zlari ishtirok etgan uchta gap yozing. Yuqoridagi so'zlarning gapdagi o'rnini va qaysi shaxsda ekanligini aniqlang.

2-topshiriq. O'quvchisiman, o'quvchisisan, o'quvchisidir so'zlari ishtirok etgan uchta gap yozing. So'zlarning shaxsi o'zgarishi bilan gapning qaysi qismi o'zgarayotganligini bayon qiling.

Shaxs-son ma'nolarini ifodalab, **nima qil (-di, -yapti** va boshq.j?, **nima bo'I (-di, -yapti** va boshq.)?, **kimdir?, nimadir?, qayerdir?** so'roqlariga javob bo'luvchi mustaqil so'zlar gap**da kesim vazifasini bajaradi.**

Kesim gapning mazmuniy markazidir. U boshqa bo'laklarsiz **I ham gap** bo'la oladi. Masalan: **Yaxshimisiz? KeldL j**

118-mashq. Nuqtalar o'rniga gap mazmuniga mos kesimlarni qo'ying, so'ng ularni daftaringizga ko'chiring.

1. Bahor kelishi bilan qaldirg'ochlar... . 2. Dalalarda boychechak, chuchmoma, binafshalar... . 3.0'lkamizga Navro'zi olam... . 4.Nuroniy onaxonlar doshqozonda sumalak... . 5. Bolalar raqsga..., qo'shiq,.. .

119-mashq. Gaplarni o'qing, tagiga chizilgan so'zlarning nima sababdan kesim hisoblanishini tushuntirib bering? Sizning orangizda ham shunday odobli qizlar bormi?

- Odobli qiz o'rnidan turganida eng awal joyini yig'adi. - deb gap boshladi Sanam, - undan keyin yuz-qo'lini vuvadi, undan keyin hovli supuradi.

-Barakalla, qizim, ko'p odobli ekansan.

-Nonushtaga o'tirishganda kattalardan oldin qo'l uzatmavdi.

-Barakalla, qizim, ofarin!

-Undan keyin... yana aytaveraymi. bobojon? Yana avtaversam. odobli qiz kiyimlarini hamisha ozoda tutadi... aka-ukalarini sizlab chaqiradi. (X To 'xtaboyev)

***120-mashq***.Himoya qilamiz, sayraydi, o'qiysizmi, ketmoqchiman ***so'z­lari ishtirokida gaplar tuzing.***

121-mashq. Boshqotirmani to'g'ri yechsangiz, o'zbek xalq maqollari dan birini topasiz. Gapning kesimiga diqqat qiling.

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| --- | --- | --- | --- | --- |
| T | o' | d | i | e |
| g' | r | g | r | i |
| i | o' | t | o' | z |
| z | a | a | d | i |

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1.Gapning mazmuniy markazi tushunchasini izohlang.

2.Quyidagi fe'llarga mos shaxs qo'shimchalarini qo'shing. Farqini ayting.

Birlik Ko'plik

* 1. shaxs bora... bordi... bora... bordi...
  2. shaxs bora... bordi... bora... bordi...
  3. shaxs bora... bordi... bora... bordi...

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

122-mashq. **Uyga topshiriq.** «Dam olish kunida» mavzusida kichik hikoya yozing. Undagi gaplarda ishlatilgan kesimlarni izohlang.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: FE'L KESIM VA OT KESIM

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Gapning mazmuniy markazi tushunchasini izohlang.

2.Quyidagi fe'llarga mos shaxs qo'shimchalarini qo'shing. Farqini ayting.

Birlik Ko'plik

* 1. shaxs bora... bordi... bora... bordi...
  2. shaxs bora... bordi... bora... bordi...
  3. shaxs bora... bordi... bora... bordi...

**III. YANGI MAVZU BAYONI.**

34-dars. FE'L KESIM VA OT KESIM

Topshiriq. Quyidagi so'zlarni bir-biriga bog'lab, gap tuzing.

1. Do'st, achitib, gap...
2. Inson, inson..., do'st...

Gapning to'g'ri bo'lishi uchun nimalarni qo'shganingizni ayting.

Kesim qanday mustaqil so'zlar orqali ifodalanishiga ko'ra**ikki xil bo'ladi: fe'l kesim va ot kesim.**

^^

Fe'l orqali ifodalanib, **nima qilmoq?, nima bo'lmoq?** so'roqlariga javob bo'luvchi kesimlar fe'l kesim hisoblanadi. **Masalan: Qushlar say ray di.**

Fe'Idan boshqa so'zlar orqali (ot, sifat, son, ravish, olmosh) ifodalanib, **kim?, nima?, qanday?** so'roqlariga javob bo'luvchi **kesimlar ot kesim sanaladi. Masalan: Osmonimiz-musaffo**

123-mashq. Urush yillarida 15 ta bolani boqib tarbiya qilgan Mahkam aka tilidan berilgan hikoyani o'qing. Kesimlarni topib, ularga izoh bering.

Yoshim bir yerga borib qolganida, yurtim boshiga kulfat tushdi. La'nati urush kattalargamas, begunoh norasidalarga ham changalini soldi. Qarab turolmadik. Baholi qudrat shulardan bir nechtasini bag'rimizga oldik. Endilikda qurbim yetib, ana shu toychoqlarga o'zim taqa bo'la olsam, shular toymay, qoqilmay, yiqilmay yurib ketsa, gurs-gurs bosgan qadamlarining ovozi quloqlarimga kirib tursa, dunyodan bearmon o'tardim. Niyatim shu! (Rahmat Fayziy)

124-mashq. Tushirib qoldirilgan kesimlarni topib maqollarni to'ldiring. Kesimlarning turini aytib bering.

1. Ko'pdan quyon qochib... 2. Do'stlik-barcha boylikdan... 3. Tikan zahri..., dushman zahri... 4. Ko'z -..., qo'l... 5. Eldan ayrilguncha, jondan... 6. Izlaganga tole...

125-mashq. Mashq «Xatosini toping» deb nomlanadi. Kesimlari noto'g'ri berilgan gaplarni topib, to'g'rilang va daftaringizga ko'chiring.

Men darsdan keyin uy ishlarida onamga qaralashamiz? Siz o'zingizdan kichiklarga yordamlashaman. Farg'ona vodiysi O'rta Osiyoning «Durdona»siman. Biz o'lkamiz tarixini o'rganishga ahd qilgansiz.

126-mashq. Har bir gapda to'rttadan so'z bor. Ularning tartibi buzilmagan. Faqat ustunchalar ichidan mos so'zlarni topsangiz bo'ldi. Gaplarning kesimiga e'tibor bering.

|  |  |  |  |
| --- | --- | --- | --- |
| Oltin | ham | og'zimga | yotmas |
| Devorning | uyda | mingga | o'lim |
| Bolali | olma | bir | berma |
| Birga | boshga | duo | bor |
| Dushmanga | pish | qulog'i | egizak |
| Bir | hechham | siringni | tush |
| Aql | vafo | sir | ol |
| Olma | bilan | adab | vafo |

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1.Fe'l kesim va ot kesim ishtirok etgan ikkita gap tuzing.

2.Fe'l va ot kesimlarning o'zaro farqini ayting.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

127-mashq. **Uyga topshiriq.** «Odamning qo'li gul» deganda nimani tushunasiz? Gul so'zini yana nimalarga nisbatan ishiatish mumkin? Gaplar tuzing.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **EGA**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Fe'l kesim va ot kesim ishtirok etgan ikkita gap tuzing.

2.Fe'l va ot kesimlarning o'zaro farqini ayting.

**III. YANGI MAVZU BAYONI.**

35-dars. **EGA**

Topshiriq. Berilgan so'zlardagi shaxsga ishora qiluvchi qo'shimchalar asosida kim? yoki nima? so'rog'iga javob bo'luvchi so'zlarni qo'yib gap tuzing. Pishdi, kelgansiz, o'quvchisan.

Kesim bilan bog'lanib kim?, nima?, qayer? singari. so'roqlarga javob bo'ladigan bo'lak ega deyiladi.

Tahlilda eganing ostiga bir to'g'ri chiziq, kesimning ostiga ! esa ikki to'g'ri chiziq chiziladi. Masalan:Bulbul sayradu

Ot kesim tarkibida shaxs-son qo'shimchalari qo'llanilmasa,yozuvda egadan keyin tire qo'yiladi. Masalan: Toshkent-go'zal shahar. j

128-mashq. Gaplarni o'qing. So'roq berib egani toping va uni o'zi bog'langan so'z bilan birga daftaringizga ko'chiring.

Yuz yoshga kirgan va qaddi yoydek egilgan bir qariya hassaga tayanib borar edi. Yosh bir yigit uni masxara qilib dedi: -Ey qariya, ushbu hassani qanchaga sotib olding? Qariya unga darhol javob berdi:

-Agar uzoq yashasang, sabr qilsang, senga ham shunday hassani tekinga berishadi...

129-mashq. Arslon izidan qaytmas, yigit - so'zidan. Siz o'z so'zingizning ustidan chiqa olasizmi? Bu haqda o'ylab ko'rganmisiz? Berilgan gapning egasini toping.

130-mashq. Inson so'zini gapning egasi qilib eng ko'p gap tuzuvchilar musobaqasini uyushtiring.

Namuna: Inson - koinot gultoji. (Kim?)

131-mashq. Gaplarning egalarini toping. Ularning gapdagi o'rnini aniqlang. Gaplarda ilgari surilgan g'oya haqida o'ylab ko'ring.

Aqlli qariya -oqib turgan daryo. Ota-onasini ulug'lagan insonni bir kuni kelib bolalari ham boshiga ko'taradi. Qarisi bor uyning barakasi bo'ladi. Ko'pni ko'rgan chol - jonli tarixning o'zi. Qadr ko'raman desang, qarilarni e'zozla. Duo olgan omondir, qaig'ish olgan yomondir. (Sharq hikmatlaridan)

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Ega qaysi bo'lak bilan bog'lanadi?

2.Ega qanday so'roqlarga javob bo'ladi?

3-Ega bilan kesim o'rtasida qanday holatda tire qo'yiladi?

4.Ega bilan kesim orasida tire qo'yilishi lozim bo'lgan uchta gap tuzing.

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

132-mashq. Uyga topshiriq. Rasm asosida «Otalar so'zi-aqlning ko'zi» mavzusida matn tuzing. Uni tuzish jaravonida egalarga alohida e'tibor bering.

Tayanch so'zlar: ota, bobo, ertak, maqol, nasihat, meros, hurmat, izzat, mehnat qilmoq, quloq solmoq, amal qrlmoq, o'rganmoq



Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: SODDA YIG'IQ VA SODDA YOYIQ GAPLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. Ega qaysi bo'lak bilan bog'lanadi?

2.Ega qanday so'roqlarga javob bo'ladi?

3-Ega bilan kesim o'rtasida qanday holatda tire qo'yiladi?

4.Ega bilan kesim orasida tire qo'yilishi lozim bo'lgan uchta gap tuzing.

III. YANGI MAVZU BAYONI.

37-dars. SODDA YIG'IQ VA SODDA YOYIQ GAPLAR

1-topshiriq. Nima qildi? so'rog'iga javob bo'luvchi so'z keltiring.

2-topshiriq. Yuqorida keltirgan so'zingizni kim?, qachon?, qayerda?, qanday qilib? so'roqlariga javob bo'luvchi so'zlar bilan kengaytiring.

Faqat kesimdan iborat bo'lgan gap yig'iq gap hisoblanadi. Masalan: Kuz. Qara.

Kesimning boshqa bo'laklar bilan kengayishidan hosil bo'lgan gap yoyiq gap deyiladi. Masalan: Men uni ko'rdim.

133-mashq. Matnni o'qing. Yig'iq va yoyiq gaplarni topib, ularni izohlang.

- Men sizga hamma bilgan ertaklarimni aytib beraman. Har kuni bittadan. Siz menga qishlog'ingizni tomosha qildirasiz, dalalarga olib chiqasiz. Bo'ptimi?

* Bo'pti, olib chiqaman! - dedim sevinib.

-Lekin bitta shart bilan. O'zingiz ham kitob o'qiysiz. Shundoq qilmasak, bo'lmaydi. Men juda qattiqqo'lman, tekshirib turaman, maylimi? - Mayli, o'qiymanl-Yashang!

(N. Fozilov)

134-mashq. Keldim, bordik so'zlarini matn ichida awal yig'iq gap, so'ngra yoyiq gap shaklida keltirib izohlang.

135-mashq. O'qing, yoyiq va yig'iq gaplarni izohlang.

* Saxovatli, deganingiz nima?

-Bilmaysanmi?

-Bilmayman.

-Saxovatli, qo'li ochiq, xayr-ehsonli degani. Mana, bog'laring katta, uzumlaring ko'p-a? Hammasini yeb tugata olmaysizlar, to'g'rimi?

-To'g'ri.

-Bobong uzumning yarmini beva-bechoralarga, yetim-yesirlarga tarqatadi.

Ana shuni saxovat deyishadi, endi tushundingmi?

(X. To'xtaboyev)

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Sodda yig'iq gap deganda nimani tushunasiz?

2.Sodda yoyiq gap deb qanday gapga aytiladi?

3.Aytdi so'zini kim? qachon? qayerda? nimani? so'rog'iga javob bo'luvchi so'zlar bilan kengaytirib gap tuzing. Uning qanday gap ekanligini ayting.

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

136-mashq. Uyga topshiriq. «Yurtimizni bog'ga aylantiramiz» mavzusida hikoyacha tuzing. Unda yig'iq va yoyiq gaplardan foydalaning.

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: HOL

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. Sodda yig'iq gap deganda nimani tushunasiz?

2.Sodda yoyiq gap deb qanday gapga aytiladi?

3.Aytdi so'zini kim? qachon? qayerda? nimani? so'rog'iga javob bo'luvchi so'zlar bilan kengaytirib gap tuzing. Uning qanday gap ekanligini ayting.

III. YANGI MAVZU BAYONI.

38-dars. HOL

1-topshiriq. Ketdi kesimini qachon?, qayerdan?, qanday qilib? so'roqlariga javob bo'luvchi so'zlar bilan kengaytiring.

2-topshiriq. *Savollarga javob berish orqali gap tuzing.* Kim?, qachon?, qancha?, nima qildi?

3-Fe'lga bog'lanib, qachon?, qayer (-da, -ga, -dan)?, qanday (qilib?), nima uchun?, nima maqsadda? singari so'roqlarga javob bo'luvchi gap bo'Iagiga hoi deyiladi.

Hoi fe'Idan anglashilgan harakat-holatning bajarilish yoki bajarilmaslik paytini, o'rnini, sababini, maqsadini bildiradi. Tahlil jarayonida hoi ostiga nuqtalardan iborat chiziq (.......)

*chiziladi:* Maktabga ketdl

137-mashq. O'qing. Gaplardagi holni topib, unga izoh bering.

Ayiqpolvonnikiga Arslon mehmon bo'lib kelibdi. Ayiq mehmonni yong'oq bilan siylamoqchi bo'lib, katta o'g'liga yong'oqqa chiqishni buynribdi. U ko'nmagach, o'rtancha, so'ngra kichik o'g'lidan iltimos qilibdi. Ular ham otasining gapini rad etishibdi. Arslonning jahli chiqib:

-Bolalarim odobli degan eding-ku!-debdi. Shunda Ayiqpolvon:

-Yong'oq tagidan sal nariroq ketaylik,-debdi.

Ular yong'oq tagidan ketishi bilan ayiqchalar daraxtga tirmashib chiqishib birpasda mehmonning oldiga yong'oq uzib qo'yishibdi. Arslon bundan ajablangan ekan, ayiq: - Sababini katta o'g'limdan so'ra,-debdi.

Katta o'g'il:

- Otamiz daraxt tagida edi. U turgan joy da uning tepasiga chiqish odobdan emas, - deb javob beribdi.

(Ertakdan)

138-mashq. Quyidagi qoliplar asosida gaplar tuzing va ularni daftaringizga yozing.

Kim? -I- qayerda? -I- nima qiladi?

139-mashq. Gaplardagi tushirib qoldirilgan hollarni so'roqlari asosida toping va ularni izohlang.

(Qayerda?) baland va hashamatli binolar ko'p. Tuyaqush (qayerda?) yashaydi. (Qachon?) yangi yilni kutib olamiz. O'rtog'im kecha(qayerdan?) keldi. Biz (qayerga?) sayohatga chiqmoqchimiz.

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Hoi deganda nimani tushunasiz?

2.Gapirdi kesimini qachon?, qayerda? so'roqlariga javob bo'luvchi hollar bilan kengaytiring.

3.Qachon?, qayerda?, qanday qilib?, nima uchun?, nima maqsadda?so'roqlari nimalarni aniqlash uchun beriladi?

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

140-mashq. Uyga topshiriq. O'zingiz sevgan o'zbek allomalaridan binning hayoti va faoliyati haqida gaplar yozing. Unda holdan foydalaning.

Muallif :

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: TO'LDIRUVCHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. Hoi deganda nimani tushunasiz?

2.Gapirdi kesimini qachon?, qayerda? so'roqlariga javob bo'luvchi hollar bilan kengaytiring.

3.Qachon?, qayerda?, qanday qilib?, nima uchun?, nima maqsadda? so'roqlari nimalarni aniqlash uchun beriladi?

III. YANGI MAVZU BAYONI.

39-dars. TO'LDIRUVCHI

1-topshiriq. Oldi yig'iq gapini kim?, nimani?, kimdan? so'roqlariga javob bo'luvchi so'zlar bilan kengaytirib, yoyiq gap tuzing.

2-topshiriq. Quyida berilgan gap bo'laklarining har biriga so'roqlar bering. Ustoz otangdan ulug'.

Fe'lga bog'Ianib, kimga?, nimaga?, kimdan?, nimadan?, kimni?, nimani?, kim bilan?, nima bilan? singari so'roqlarga javob bo'luvchi bo'laklarga to'ldiruvchi deyiladi.

Tahlilda to'ldiruvchi ostiga uzuq chiziqchalar chiziladi: Bu so'zdan Hamid ajablandi. (X. Sultonov)

141-mashq. Maqollarni ko'chiring. To'ldiruvchilarni topib, tagiga chizing. Maqollarda Dgari surilgan fikrlarga havotingizdan misollar keltiring.

1. Yaxshi bilan yursang, yetarsan murodga, yomon bilan yursang, qolarsan uyatga. 2. Yosh kelsa-ishga, qari kelsa-oshga. 3. O'zingga o'zingni maqtagandan qo'rq. 4. Saqlay desang o'zingni, yomondan yum ko'zingni.

142-mashq. Matnni o'qing, nuqtalar o'rniga kerakli qo'shimchalarni qo'yib, to'ldiruvchilarni izohlab bering.

Abu Rayhon Beruniy o'lim to'shagida yotganida uning huzuriga shogirdlari ... biri kiribdi. U ustozining umri tugayotganligi... sezib,

ko'ngli ... ko'targan bo'libdi. Kutilmaganda Beruniy un ... bir savol berib qolibdi.

-Awal sog'ayib oling, shu savol. . . javob. . . bilishingiz shartmi? -deb so'rabdi,shogird ustozining qiynalishi ... istamay.

-To'g'ri, umrim tugayapti, ammo shu savol ... javob ... bilmasdan ketgan... ko'ra bilib ketganim yaxshi-da-deb javob beribdi Beruniy.

143-mashq. «Birni kessang, o'nni ek!» deganda nimani tushunasiz? Shu haqda bahs tashkil qiling.

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. To'ldiruvchi deganda qanday bo'lakni tushunasiz?

2. Quyida berilgan chiziqlar o'rniga tegishli gap bo'laklarini qo'ying.

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

\*144-mashq. Uyga topshiriq. Bo'sh kataklarni unlilar bilan to'ldirsangiz, to'ldiruvchi ishtirok etgan gap hosil bo'ladi. Gapni topib, izohlang.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | y | r |  | 1 | g |  | n | n |  |  | y |  | q | y |  | r |
| b |  | 1 |  | n | g |  | n | n |  | b |  | r |  | y |  | r |

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: TO'LDIRUVCHINI HOKIM BO'LAKKA

BOG'LOVCHI VOSITALAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. To'ldiruvchi deganda qanday bo'lakni tushunasiz?

2. Quyida berilgan chiziqlar o'rniga tegishli gap bo'laklarini qo'ying.

III. YANGI MAVZU BAYONI.

40-dars. TO'LDIRUVCHINI HOKIM BO'LAKKA BOG'LOVCHI VOSITALAR

1-topshiriq. Nuqtalar o'rniga tegishli bog'lovchi vositalarni qo'yib ko'chiring.

Ukam... daftar oldim.

2-topshiriq. Quyida berilgan gapda to'ldiruvchining hokim bo'lakka nimalar vositasida bog'langanini ayting.

Mashina bilan (nima bilan?) terdi. Mashinada (nimada?) terdi.

To'ldiruvchi hokim bo'lakka kelishik qo'shimchalari yoki v ko'makchilar yordamida bog'lanadi. ,

145-mashq. Savollarga javob bering. So'ng tuzgan gaplaringizni daftaringizga ko'chirib yozing. To'ldiruvchilarning ifodalanishiga diqqat qiling.

1. Kimga jonimiz fido? 2. Kim bilan do'st tutinish lozim? 3. Inson nima bilan faxrlanishi mumkin? 4. Bola o'z ota-onasini nima bilan xursand qilishi mumkin? 5. Nimadan ehtiyot bo'lish kerak?

146-mashq. «Davom ettiring» o'yinini tashkil qiling. Tuzgan gaplaringizda to'ldiruvchilardan foydalaning, ularni izohlang.

Namuna: 1-o'quvchi: Suv bilan yer ko'karadi,

2-o'quvchi: duo bilan-er.

3-o'quvchi: Bu gapda 2 ta to'ldiruvchi bor: suv bilan, duo bilan (nima bilan?), ular ko'makchi bilan hokim so'zga bog'lanyapti.

147-mashq. «0'quvchi xandasi»ni o'qing. To'ldiruvchilarni izohlang.

Geografiya darsida muallim Umidjondan so'rab qoldi:

-Qani, Umidjon, ayt-chi? Bizga Oy yaqinmi, Amerikami?

-Oy! - deb javob berdi u.

-Nega Oy deb o'ylaysan?

-Chunki Oyni ko'rsa bo'ladi, Amerikani esa yo'q.

148-mashq. O'qing. Nuqtalar o'rniga kerakli vositalarni qo'yib, mazkur so'zlarga savol bering. To'ldiruvchilarning gapdagi o'rnini izohlang.

SAXOVATLI ODAM

Bir muruwatli, saxiy odamning juda ko'p doni bor edi. U turgan shaharda oziq-ovqat tanqisligi boshlandi. Saxiy odam bor g'allasi... beva-bechoralar... ulashib tugatdi. Tanqislik kuchaygach o'zi ham don... muhtoj bo'lib qoldi. Odamlar u... malomat qilishdi.

-Bihb turib nega donlaring... hamma... ulashib yubording?

Saxiy kishi dedi:

-Xalq och bo'la turib, men rohat... yashasam, insofsizlik qilgan bo'laman. Ochlik azobi... xalq... barobar tortish... , xalq qayg'usi... sherik bo'lishni vijdonim buyurdi. Men vijdonim amri... itoat etdim.

(Rivoyat)

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. To'ldiruvchi qanday hokim bo'lakka bog'lanadi?

2. To'ldiruvchi qanday bog'lovchi vositalar yordamida bog'lanadi?

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

149-mashq. fayga topshiriq. «Vatanimga xizmat qilaman» mavzusida hikoya tuzing. Unda to'ldiruvchilar ishtirok etsin.

41-d a r s da testlar ustida ishlanadi.

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: ANIQLOVCHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. To'ldiruvchi qanday hokim bo'lakka bog'lanadi?

2. To'ldiruvchi qanday bog'lovchi vositalar yordamida bog'lanadi?

III. YANGI MAVZU BAYONI.

42-dars. ANIQLOVCHI

1-topshiriq. Gapdagi qanday? so'rog'iga javob bo'luvchi bo'lakni toping.

Xushbo'y hid tarqaldl

2-topshiriq. Nuqtalar o'rniga mos keladigan qo'shimchani qo'yib ko'chiring.

Kitob... muqova...

Qanday qo'shimchalar qo'shganingizni ayting.

Hokim bo'lakdan anglashilgan narsaning qandayligi, kimgayoki nimaga qarashli ekanligini bildirib, qanday?, qanaqa?,qaysi?, qancha?, nechta?, kimning?, nimaning? kabiso'roqlarga javob bo'luvchi gap bo'lagiga aniqlovchi deyiladi.

Aniqlovchilar ma'nosiga ko'ra ikki xil bo'ladi. !

! 1. Sifatlovchi aniqlovchi.

2. Qaratqich aniqlovchi. Tahlilda aniqlovchilar ostiga to'lqinli chiziq chiziladi.

150-mashq. O'qing. Matndan o'zingizga qanday xulosalar chiqarasiz?

Bir kishining Ali va Vali ismli ikki o'g'li bor edi. Ali qanoatli, Vali qanoatsiz edi. Bir kuni otasi bozordan olma olib kelib, bolalarini sinamoq uchun chaqirib: «Mana, sizga olma beraman», - dedi. Vali tezlik bilan kelib: «Otajon, menga hammasini bering», - dedi. Ali sekingina kelib: «Menga bitta olma bersangiz bo'ladi», - dedi. Otasi Alining qanoatiga ofarin o'qib, quchog'iga olib, peshonasidan o'pdi va ikkita olma berdi. Ammo Valiga olma bermak qayda, balki: «Qanoatsiz bo'lma!», - deb dakki berdi.

Qanoat birla qorin to'ydirursiz, Qanoat bo'lmasa ko'p och bo'lursiz. Qanoatsiz kishi bag'rini dog'lar, Qanoatlik kishi og'zini yog'lar.

(Abdulla Avloniy)

1-topshiriq. Matn mazmuniga mos sarlavha toping. Qanoat yoki qanoatsiz- lik haqida hadis va maqollar keltiring.

2-topshiriq. Qanday?, qancha?, nechta?, kimning? so'roqlariga javob bo'lib, otga bog'langan so'zlarni so'z birikmasi shaklida ko'chiring.

151-mashq. Matnni ko'chiring. Aniqlovchilarni topib, ostiga chizing.

Mana, poliz o'rtasidagi supachada o'tiribmiz. Oqshom, salqin. Osmonda yulduzlar kul bosgan cho'g'dek miltillaydi. Qo'shni polizdagi bolalarning qiyqirig'i, itlarning vovullashi, qayerdandir yoqimli ashula tovushi eshitiladi. (N. Fozilov)

152-mashq. Kuz fasli to'g'risida kichik matn tuzing. Unda ishlatilgan aniqlovchilarni toping.

153-mashq/ Gaplardagi to'ldiruvchi va hollar oldiga ularga mos aniqlovchi qo'yib ko'chiring.

Namuna: Elyor maktabda o'qiydi. -Elyor bizning maktabda o'qiydi.

l.Kecha uyingizga borgan edik. 2. Alisher she'rini bizga o'qib berdi. 3. Qushlarni boqish menga yoqadi.

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Aniqlovchi deganda nimani tushunasiz?

2. Sinf xonangizdagi jihozlar to'g'risida aniqlovchilardan foydalanib uchtagap tuzing.

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

154-mashq. Uyga topshiriq. Sabr, odat, bilim, mehr so'zlari ishtirokida gaplar tuzing. Ularda aniqlovchilardan foydalaning.

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: SIFATLOVCHI ANIQLOVCHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. Aniqlovchi deganda nimani tushunasiz?

2. Sinf xonangizdagi jihozlar to'g'risida aniqlovchilardan foydalanib uchta gap tuzing.

III. YANGI MAVZU BAYONI.

43-dars. SIFATLOVCHI ANIQLOVCHI

1-topshiriq. Nuqtalar o'rniga quyida berilgan so'zlarning sifatlovchilarini topib ko'chiring.

... gul,... olma,...uy,...ko'cha.

2-topshiriq. Quyida berilgan kataklarni mos so'zlar bilan to'ldiring.

chiroyli | |, zebo | |, so'lim | |.

Hokim bo'lakdan anglashilgan narsaning belgisinibildirib, qanday?, qanaqa?, qaysi?, qancha? so'roqlarigajavob bo'lgan aniqlovchiga sifatlovchi aniqlovchi deyiladi.

155-mashq. Matnni sinchkovlik bilan o'qing. Mazmunini so'zlab berishga tayyorlaning. Ajratib ko'rsatilgan so'zlarning qanday so'roqqa javob bo'lishini hamda qaysi gap bo'lagi bo'lib kelayotganini aniqlang.

Bugunga kelib ekologik muammo hayotimizning eng dolzarb masalasiga aylandi. Uzoq yillar davomida bu muammolarni hal etish uchun jiddiy ish olib borishga yo'l berilmadi. U davrlarda bepoyon o'lkamizning beqiyos boyliklarini asrash butunlay yot tushuncha edi. Natijada serunum yerimiz kasallandi, beg'ubor havo, musaffo suvlar bulg'andi. Hozirda tabiatga qarash butunlay o'zgardi.

Topshiriq. Quyidagi savollarga javob bering: l.Ekologiya deganda nimani tushunasiz? 2. Matnda qaysi davr voqeligi aks etgan?

156-mashq. Hayvonlar, qushlar hamda o'simliklar dunyosiga munosabatingizni ifodalab bir nechta gap tuzing. Ularda sifat, son, olmosh bilan ifodalangan sifatlovchi aniqlovchilarni qo'llang.

157-mashq. Sifatlovchi aniqlovchilarni topib, izohiang.

O'zbekistonda qish ko'pincha uzoq davom etmaydi-ikki oydan oshmaydi. Ko'pincha havo nam, bulutli, sovuq bo'ladi. Tez-tez tuman tushadi, ba'zan qor yog'adi. Bu yerda qattiq sovuq kunlar kam bo'ladi. Yomg'irli kunlar tez-tez iliq kunlar bilan almashinib turadi.

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Sifatlovchi aniqlovchi qanday savollarga javob bo'ladi?

2. Narsaning belgisi deganda nimalarni tushunasiz?

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

158-mashq. Uyga topshiriq. Tabiat manzarasi haqida kichik hikoya yozing. Tabiatning qanday va qaysi jihatlari diqqatingizni jalb etadi?

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: QARATQICH ANIQLOVCHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. Sifatlovchi aniqlovchi qanday savollarga javob bo'ladi?

2. Narsaning belgisi deganda nimalarni tushunasiz?

III. YANGI MAVZU BAYONI.

44-dars. QARATQICH ANIQLOVCHI

Topshiriq. Nuqtalar o'rniga tegishli kelishik qo'shimchasini qo'ying.

Do'stlik... mehri bor, do'stlik... sehri bor,

Do'stlik... gashti bor o'zgacha.

Do'sti bor qarimas, quvonchi arimas

Va yashar yuzgacha, minggacha. (K. Turdiyeva)

Hokim bo'lakdan anglashilgan narsaning uchta shaxsdan biriga qarashli ekanligini bildirib, kimning?, nimaning?, qayerning? so'roqlariga javob bo'lgan aniqloychiga qaratqich aniqlovchi deyiladi.

Qaratqich aniqlovchi doimo aniqlanmishga bog'lanadi. J Ana shu belgisi bilan tushum kelishigini olgan to'ldiruvchidan i farq qiladi. Tushum kelishigidagi to'ldiruvchi doimo fe'l orqali ifodalangan kesimga bog'lanadi.Solishtiring: olmaning bargi - olmani yedim

161-mashq. Huquq, burch, bo'lim, modda, respublika, Oliy Majlis so'zlari yordamida qaratqich aniqlovchilar ishtirok etgan gaplar tuzing.

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Qaratqich aniqlovchi deb nimaga aytiladi?

2. Qaratqich aniqlovchiga nisbatan qanday so'roqlar beriladi?

3. Qaratqich aniqlovchi bilan tushum kelishigidagi to'ldiruvchi o'rtasidagi farqni ayting.

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

162-mashq. Uyga topshiriq. Konstitutsiya, Prezident, bayroq, gerb, madhiyaga bag'ishlangan she'rlardan topib, ulardan birini yod oling.

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: MUSTAHKAMLASH DARS1

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. Qaratqich aniqlovchi deb nimaga aytiladi?

2. Qaratqich aniqlovchiga nisbatan qanday so'roqlar beriladi?

3. Qaratqich aniqlovchi bilan tushum kelishigidagi to'ldiruvchi o'rtasidagi farqni ayting.

III. YANGI MAVZU BAYONI.

45-dars. MUSTAHKAMLASH DARS1

Savollar

1. Qanday gap bo'laklarini bilasiz?

2. Qaysi gap bo'lagi boshqa bo'laklarsiz ham yolg'iz o'zi gap bo'la oladi?

3.Gap bo'laklaridan qaysilari, asosan, kesimga bog'lanadi?

4.Kelishik qo'shimchalari va ko'makchilar bilan hokim bo'lakka bog'langan so'z qaysi gap bo'lagi bo'ladi?

5.1kkiva undan ortiq gap bo'laklaridan iborat bo'lgan gap qanday gap hisoblanadi?

6.Qaysi gap bo'lagi to'ldiruvchiga tobe bog'lanib kelishi mumkin?

7.O'zbek tilida gap bo'laklari qay tartibda joylashadi?

1-topshiriq. Uchta yoki to'rtta so'zdan iborat gap tuzing. Unda kim? so'rog'iga javob bo'ladigan so'z gapning boshida va oxirida kelsin. Ularning qaysi gap bo'lagi bo'lib kelishini aniqlang. Gapdagi boshqa so'zlarning qaysi so'roqqa javob bo'lishi va qanday gap bo'lagi bo'lib kelishini ayting.

2.topshiriq. She'rni o'qing. Unda ishtirok etgan gap bo'laklarini aniqlang.

- Aka, aka, bugun men -Tushimda-chi, men bilan

Juda qiziq tush ko'rdim. Nasiba ham bor edi.

-Qani, ayt-chi, tushingni,- Yuzim yuvib kelguncha

Kulib singlimdan so'rdim. Aytib bersin u,-dedi.

(A. Ko'chimov)

3-topshiriq. Yuqorida berilgan she'rdagi to'ldiruvchilarni o'zi tobe bog'langan so'z bilan birga ko'chiring. Ularning hokim so'zga qanday vositalar orqali bog'langanini ayting va bu vositalarning ostiga chizing.

4-topshiriq. Berilgan qoliplar asosida gaplar tuzing. Gap bo'laklarining joylashish tartibiga e'tibor bering.

Ega, aniqlovchi, kesim. Ega, hoi, kesim.

Ega, aniqlovchi, to'ldiruvchi, kesim. Ega, to'ldiruvchi, hoi kesim. Aniqlovchi, ega, to'ldiruvchi, kesim. To'ldiruvchi, kesim. Kesim.

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

163-mashq. Uyga topshiriq. Quyidagi jadvalni gap bo'laklarining so'roqlari bilan to'ldiring. Ularning har biriga og'zaki misol keltiring.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Kesim | Ega | Hol | To'ldiruvchi | Aniqlovchi |
|  |  |  |  |  |

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: UYUSHIQ BO'LAKLI GAPLAR VA ULARDA TINISH

BELGILARINING ISHLATILISHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

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III. YANGI MAVZU BAYONI.

46-dars.UYUSHIQ BO'LAKLI GAPLAR VA ULARDA TINISH BELGILARINING ISHLATILISHI

1-topshiriq. Uyingizda qanday o'quv qurollari borligini ayting.

2-topshiriq. Maktabingiz hovlisida gulning qanday turlari borligini ayting.

Bir xil so'roqqa javob bo'lib, bir xil vazifada keladigan so'zlarga uyushiq bo'laklar deyiladi. Masalan; Dadam, oyim va men (kim) hqyvonot bog'iga bordik. y

Sanash ohangi yordamida bog'langan uyushiq bo'laklar bir-biridan vergul bilan ajratiladi.

164-mashq. Matnni o'qing va uyushiq bo'laklarning o'qilish ohangiga e'tibor qarating.

Igna-bigiz sotuvchi, Jayraga qon tortuvchi, O'lja poylab yotuvchi Tipratikanga salom. Jirafa-yu Bo'taloq, Zebra, Maymun, Ot, Uloq, To'q Yo'lbars-u och Timsoh, ayyor Qoplonga salom. Bulbul kabi izillar, tog'-toshlarda g'izillar,

Yirtqichlardan bezillar do'stim Jayronga salom. (Anvar Obidjon)

1-topshiriq. Jayra, Tipratikan, Jirafa, Bo'taloq, Zebra, Maymun, Ot, Uloq, Yo'lbars, Timsoh, Qoplon, Bulbul, Jayron *so'zlarini izohlab bering.*

2-topshiriq. Uyushiq bo'laklarini o'zlari bog'langan so'zlar bilan birga ko'chiring. Har biriga so'roq bering. Tinish belgilarini izohlang.

/ 165-mashq. Qavs ichidagi so'roqlarga uyushiq bo'laklari bilan javob berib, tinish belgilarini qo'ying. Qaysi bo'laklar uyushib kelayotganini aniqlang.

1. (Nimalar?) barg yozsin deb suv quydi. (Ilyos Muslim) 2. Qo'shni bog'dagi (qanday?) gul tepasida bulbul sayrab turibdi. (Hakim Nazir) 3. (qayerlarda?) bunyodkorlik ishlari olib borilmoqda. 4. Vatan obro'sini ko'targan (kimlarni?) olqishlaymiz. (Matbuotdan)

\*166-mashq. Nuqtalar o'rniga bilan, va, -u, -yu bog'lovchilarini qo'yib, gaplarni ko'chiring, uyushiq bo'laklarining tagiga chizing.

1. Shijoat deb botir... yurakli bo'lmakni aytilur. (Abdulla Avloniy)

2.Sabr... bardosh Tangridan, shoshqaloqlik esa shaytondandir. (Hadisdan)

3.Safar qilinglar, sog'lom, rizq... nasibali bo'lasiz. (Hadisdan) 4. Yashnagay to abad ilm... fan, ijod. (A. Oripov)

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Qanday bo'laklar uyushiq bo'laklar sanaladi?

2.Uyushiq bo'laklar bir-biri bilan qanday bog'lanadi?

3.Uyushiq bo'laklar orasiga qanday holatlarda vergul qo'yiladi?

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

167-mashq. Uyga topshiriq. O'zbekiston Respublikasi Madhiyasidagi uyushiq bo'lakli misralarni topib, daftaringizga ko'chiring.

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: UYUSHIQ BO'LAKLI GAPLARDA

UMUMLASHTIRUVCHI SO'ZLAR VA ULARDA TINISH BELGILARINING ISHLATILISHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. Qanday bo'laklar uyushiq bo'laklar sanaladi?

2.Uyushiq bo'laklar bir-biri bilan qanday bog'lanadi?

3.Uyushiq bo'laklar orasiga qanday holatlarda vergul qo'yiladi?

III. YANGI MAVZU BAYONI.

47-dars. UYUSHIQ BO'LAKLI GAPLARDA UMUMLASHTIRUVCHI SO'ZLAR VA ULARDA TINISH BELGILARINING ISHLATILISHI

topshiriq. O'zbekistondagi yirik shaharlarni sanab, gap ichida keltiring. Sanalayotgan bo'laklar orasiga qanday tinish belgisi qo'yganingizni ayting.

topshiriq. Sizda qanday qishki liboslar borligini sanab, gap tuzing.

Sanalayotgan bo'laklar ma'nosini jamlab ifodalagan so'zga v umumlashtiruvchi so'z deyiladi.

Umumlashtiruvchi so'z uyushiq bo'laklardan oldin kelsa, i i umumlashtiruvchi so'z bilan uyushiq bo'laklar o'rtasiga ikki nuqta (:) qo'yiladi.

Masalan: Bog'imizda mevalar: olma, o'rik, shaftolilar bor. Umumlashtiruvchi so'z uyushiq bo'lakdan keyin kelsa, uyushiq bo'lak va umumlashtiruvchi so'z o'rtasiga tire (-) qo'yiladi. j

Masalan: Kutubxonamizda Abdulla Oripov, Erkin Vohidov, Usmon Azimov - barcha taniqli shoirlarning asarlari bor.

168-mashq. Matnni o'qib, mazmunini sharhiab bering. Uyushiq bo'laklar va umumlashtiruvchi so'zni topib, izohlang.

Bir g'oz suvda suzib yurib, o'ziga o'zi maqtandi:

* Olamda men kabi iqtidorli bo'lmasa kerak. Menda uch hunar: yugurish, suzish, uchish bor. Shuning uchun yer, suv, havo-uch makon mening izmimda. Bir o'zimda uch qobiliyat mujassam!

G'ozning bu so'zlarini eshitib turgan Qurbaqa dedi:

* Birodar, muncha maqtanmasang ham bo'lar edi. Sen aytayotgan qobiliyat uch jonivorning: kiyikning, baliqning, lochinning ishidir. Yerda kiyikdek yugurolmaysan, suvda baliqdek suzolmaysan, havoda lochindek ucholmaysan, chala-chulpa uch hunarni bilguncha, birini yaxshilab bilganing yaxshi edi. (Abdulla Avloniy)

169-mashq. Umumlashtiruvchi bo'laklarni topib, tinish belgilarining ishlatilishini tushuntiring.

1. Yaxshi xulqlar: diyonat, qanoat, shijoat, vijdon, Vatanni suymak va boshqalar insonni ulug'laydi. (Abdulla Avloniy) 2. G'azab, jaholat, adovat, g'iybat, tama, zulm-yomon xulqlar kishini tubanlik qa'riga tashlaydi. (Abdulla Avloniy) 3. Quyosh, havo, suv-hammasi bizning eng qadrli do'stimiz.

170-mashq. Uyushiq bo'laklardan awal yoki keyin umumlashtiruvchi so'z qo'yib gaplarni ko'chiring.

1. Hademay, o'rik, shaftolilar gulga kirdi. (Hakim Nazir) 2. Mehnatda, ijodda, san'atda, fanda kattadir yoshlarning qo'shgan hissasi. (Uyg'un)

* 1. Kishilar, xotinlar, bolalar vagon bo'ylab chopdilar. (G'afur G'ulom)
  2. Qumri, sa'va, bulbul, mayna va boshqalar bor. (G'afur G'ulom)

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Umumlashtiruvchi so'z deganda nimani tushunasiz?

2. Umumlashtiruvchi so'zlar bilan uyushiq bo'laklar o'rtasiga qanday tinish belgisi qo'yiladi?

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

171-mashq. Uyga topshiriq. O'zingiz qatnashgan bayram, to'y yoki kechalarni tasvirlab hikoyacha tuzing. Unda uyushiq bo'laklar va umumlashtiruvchi so'z ishtirok etsin.

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

*Mavzu*: TIL VA NUTQ

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*DARSNING BORISHI:*

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI TAKRORLASH

1. Umumlashtiruvchi so'z deganda nimani tushunasiz?

2. Umumlashtiruvchi so'zlar bilan uyushiq bo'laklar o'rtasiga qanday tinish belgisi qo'yiladi?

III. YANGI MAVZU BAYONI.

48-dars. UNDALMALI GAPLAR

* + 1. topshiriq. Quyida berilgan gaplarni o'qing. Ularning bir-biridan farqini aytib bering.

1. Sizqanchalar go'zalsiz! 2.Tog'lar, siz qanchalar go'zalsiz!

* + 1. topshiriq. Suhbatdoshingiz diqqatini o'zingizga jalb qilish uchun qanday so'zlardan foydalanganingizni ayting. Yozuvdabu so'zlardan so'ng qaysi tinish belgisi qo'yilishini tushuntiring.

So'zlovchining fikri qaratilgan shaxs yoki narsalarni

bildiruvchi so'z va so'zlar birikmasiga undalma deyiladi.

*Masalan:* Yurtim, senga she'r bitdim bugun. (A.Orjpov)

Undalmalar bitta yoki bir nechta so'zdan iborat bo'ladi. Masalan: Qizim,yalpiz terib kelsang-chi. (H. Raimova) Qadrli ; bolalar, kelajak siznikidir.

172-mashq. Dialogni o'qing. Undalmalarning ohangiga e'tibor bering. Birinchi undalmadan keyin ifodalangan egani qo'yib, gapni ko'chiring.

Bir bola qo'shnining uyiga o'ralgan bir idishda taom olib borar edi. Bir kishi uchrab:

-Ey o'g'lim, idishda nima olib borursan? - dedi. - Ey otajon! Idish ichidagi narsani birovga aytmoq va ko'rsatmoq mumkin bo'lsa edi, usti o'ralmagan, ochiq bo'lar edi,-deb javob berdi aqlli bola. (Abdulla Avloniy)

173^rnashqi O'qing. Awal undalmasiz ega ishtirok etgan gaplarni, so'ngra ham ega, ham undalma mavjud bo'lgan gaplarni ko'chiring.

1. Quyosh, nuring to'kaver mo'l-mo'l! (Oybek) 2. Bobo, to'qayda arslon bo'ladimi? (Yusuf Shomansur) 3. Soliyaxon qayerlik o'zi? (S. Zunnunova) 4. Go'zal Bahor! Sen munchalar maftunkorsan!

* + - 1. mashq. Berilgan gaplardagi egalarni undalmaga aylantirib ko'chiring Ega bilan undalmaning farqini tushuntiring.

1. Bolalar atrofni to'yib-to'yib tomosha qilishar edi. (N. Fozilov)

* + - * 1. Buvam bo'lsa qari tutni sira-sira kestirmaydilar. (S. Barnoyev)
        2. Choi yo'l boshladi. (L. Mahmudov) 4. Ona - uyimiz obodligidir. (Zafar Diyor)

IV. MUSTAHKAMLASH

Savol va topshiriqlar

1. Undalma deb nimaga aytiladi?

2.Bitta so'zdan iborat bo'lgan undalmalarga misollar ayting.

3.Undalmalar ikki va undan ortiq so'zdan ham tashkil topadimi?

V. O`quvchilarni baholash:

VI. UYGA VAZIFA:

mashq. Uyga topshiriq. To'rtta gap tuzing. Bunda ustoz so'zi birinchi gapda ega, ikkinchi gapda toidiruvchi, uchinchi gapda aniqlovchi, to'rtinchi gapda undalma bo'lib kelsin.

Muallif: D. Haydarova

5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI

FANI

«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

*I.Tashkiliy qism:*

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Undalma deb nimaga aytiladi?

2.Bitta so'zdan iborat bo'lgan undalmalarga misollar ayting.

3.Undalmalar ikki va undan ortiq so'zdan ham tashkil topadimi?

**III. YANGI MAVZU BAYONI.**

49-dars. UNDALMALI GAPLARDA TINISH BELGILARI

topshiriq. Quyidagi gapdagi undalmadan so'ng vergul yoki undov belgisi qo'yib ko'ring. Uning gap ma'nosiga ta'siri bormi-yo'qmi?

Mana, opa, gunafsha...

Mana, opa! Gunafsha. (ZafarDiyor)

topshiriq. Ukajon so'zini gapning boshida, o'rtasida va oxirida ishlatib ko'ring. Gapda qanday o'zgarish bo'layotganini aniqlang.

Ukajon, uy vazifasini tayyorlab bo'ldingmi?

J Undalmalar gapning boshida, o'rtasida va oxirida ishlatiladi. Masalan: Navbahorim, o'zing ayU.. O'zing, navbahorim, ayt.. O'zing ayt, navbahorim. (Quddus Muhammadiy)

Undalmalar gapning qayerida kelishidan qat'i nazarboshqa bo'laklardan vergul bilan ajratiladi. Tahlilda uning ostiga ikkita to'lqinli chiziq chiziladi.Masalan: Hoy, Mgrod, nega indamaysan? Undalmalar his-hayajon bilan aytilsa, ulardan so'ng undov |

*belgisi qo'yiladi. Masalan:* Men sizniquyosh deb atayman,*oyijon!.. (Po'lat Mo'min) |*

176-mashq. Matnni o'qing. Undalmalarni topib izohlang, tinish belgilariga diqqat qiling.

Bir bola ko'chada yig'lab o'tirar edi. O'tib ketayotgan kishilardan biri: «0'g'lim, sanga nima bo'ldi? Nega muncha yig'laysan?» - deb so'radi. Bola: «Bir tiyin aqcham bor edi, yo'qotib qo'ydim. Shuning uchun yig'layapman», - dedi. U kishining bolaga rahmi kelib, «Mana, o'g'lim, aqchang yo'qolgan bo'lsa, man sanga boshqasini beraman», - deb cho'ntagidan bir tiyin aqcha chiqarib berdi. Bola aqchani olib yana avvalgidan ortiq yig'lamoqqa boshladi. U kishi: «Yana nimaga yig'laysan?»-desa, bola: «Oh, otajon! Agar o'z aqcham yo'qolmagan bo'lsa edi, hozir aqcham ikki tiyin bo'lar edi»,-dedi. Ko'zing och bo'lmasin, o'g'lim, ko'zing och, Qanoatsiz kishini uxlatib qoch. (Abdulla Avloniy)

topshiriq. Matnga sarlavha toping. Unda qanday ibratli fikr ifodalangan deb o'ylaysiz?

topshiriq. Matn oxirida berilgan baytning birinchi misrasida «ko'zing och» birikmasi ikki marta qo'llangan. Ular orasidagi ma'no farqini tushuntiring.

177-mashq. Undalmalar gapning qaysi o'rnida kelayotganligiga e'tibor bering, tinish belgilarining ishlatilishini tushuntiring.

1. Do'stim, biror narsaga muhtoj bo'lsang, yashirma. (Ertakdan)

Xush kelibsizlar, qo'noqlar, poyqadamingizga hasanot. (Mirkarim Osim)

Biror boshqa kasb qilsang bo'lmaydimi, bolam. (G'afur G'ulom)

Bilasan-ku, jon bolam, kam uyqu bo'lib qolganman. (O'. Hoshimov)

1. mashq. Tushirilgan tinish belgilarini qo'yib, gaplarni ko'chiring.

l.Nima qilmoqchisan o'g'lim? 2. Voy-voy Maynaxon uyingizni yug'ishtirib olsangiz bo'lmaydimi? (Z. Ibrohimova) 3. Qizil shapkacha qayoqqa ketyapsan? - debdi Bo'ri. (Sharl Perro) 4. Hoy qizim xafa bo'lma. (L. Mahmudov). 5. Bulbul sening makoning shu yerda - odamlar orasida bo'lsin. (Rivoyatdan)

1. mashq. Gaplardagi undalmalarni toping, tinish belgilarining ishlatilishini tushuntiring.

1. Qorbobojon, qorbobo, tinglang bir so'z bor, bobo. (Qudrat Hikmat) 2. Oyim xursand bo'lganidan:-Barakalla, qo'ziml-debyelkamga qoqib qo'ydi. (Hakim Nazir)3. Dadasi:-Qani, o'g'lim, qarashib yubor, gul ekamiz, - dedi. (Farhod Musajon)

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Undalmalarning gapdagi o'rni haqida so'zlab bering.

2.Undalmalarda vergul qachon ishlatiladi?

3.Qaysi hollarda undalmalardan so'ng undov belgisidan foydalanamiz?

4.Undalmalar gapning o'rtasida kelganda qanday tinish belgisi ishlatiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

180-mashq. **Uyga topshiriq.** Yaqinlaringizga xat yozing. Unda **qadrli, hurmatli, aziz, mehribon** kabi so'zlar bilan kelgan undalmalarni qo'llang.

50-51-darslarda yozma ish va uning tahlili o'tkaziladi.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: KIRISH SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Undalmalarning gapdagi o'rni haqida so'zlab bering.

2.Undalmalarda vergul qachon ishlatiladi?

3.Qaysi hollarda undalmalardan so'ng undov belgisidan foydalanamiz?

4.Undalmalar gapning o'rtasida kelganda qanday tinish belgisi ishlatiladi?

**III. YANGI MAVZU BAYONI.**

52-d a **rs.** KIRISH SO'ZLAR

* + 1. topshiriq. Ehtimol, albatta, shubhasiz so'zlari ishtirokida gap tuzing. Ularning qanday ma'no ifodalashini ayting.
    2. topshiriq. Quyida berilgan gaplarga ehtimol, albatta, shubhasiz so'zla- ridan mosini qo'yib ko'chiring.

.... keladi. .... kelib qolar.

So'zlovchining fikriga ishonch, gumon, taxmin singari **ma'nolarni qo'shadigan so'zlarga kirish so'zlar deyiladi.**

Kirish so'zlar yozuvda gapningboshqa bo'laklaridan doimo vergul bilan ajratiladi.

Tahlilda kirish so'zlar to'g'ri chiziqostiga to'lqinli chiziqchizish bilan ifodalanadi:

181-mashq. Nuqtalar o'rniga tegishli kirish so'zlarni qo'yib, gaplarni ko'chirib yozing. Kirish so'zlar gapga qanday ma'no yuklayotganini ayting...., ma'qul gap, - qo'shib qo'ydi Bilmasvoy, ...,pushaymon emasman. ..., bu ish menga juda foydali bo'ldi. Har kuni ertalab sovuq suvda yuvinishga o'rganib qoldim. ..., endi bu ishdan o'zim ham maza qiladigan bo'ldim. («Bilmasvoy quyosh shahrida» ertagidan)

1. **mashq. Gaplarni o'qing, ularning tarkibidagi kirish so'zlarni topib, qanday ma'no anglatayotganini ayting.**

Bunday paytlarda odamlar yordamga kelishmasa, nozik niholchalarning ko'pchiligi nobud bo'lib ketishi mumkin-ku, axir! Nahotki, nahotki, shunday bo'lsa! Axir, ular tog' bag'ridagi sersuv, bahavo adirlarda maza qilib o'sishayotgan edi, o'z hollariga qo'yib berishganda, bu yerlarga majburan ko'chirib kelishmaganda, qanday soz bo'lardi-ya!

(X. To'xtaboyev)

1. **mashq. Uch guruhga bo'lining. Birinchi guruhalbatta. ikkinchi guruhshubhasiz. uchinchi guruhehtimol kirish so'zlari ishtirokida 3 tadan gap yozsin. Qaysi guruh birinchi bo'lib topshiriqni bajarar ekan?**

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Kirish so'zlar deganda nimani tushunasiz?

2. Kirish so'zlar so'zlovchining fikriga qanday ma'nolarni qo'shadi?

3. Kirish so'zlar yozuvda qanday tinish belgisi bilan ajratiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

1. **mashq. Uyga topshiriq. Ushbu boshqotirmaga berkitilgan kirish so'zlarni toping va ular ishtirokida gaplar tuzing.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **KIRISH SO'ZLARNING GAPDAGI O'RNl**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Kirish so'zlar deganda nimani tushunasiz?

2. Kirish so'zlar so'zlovchining fikriga qanday ma'nolarni qo'shadi?

3. Kirish so'zlar yozuvda qanday tinish belgisi bilan ajratiladi?

**III. YANGI MAVZU BAYONI.**

**53-dars. KIRISH SO'ZLARNING GAPDAGI O'RNl**

* 1. topshiriq. Albatta, shubhasiz so'zlarini gapning turli o'rinlarida keltiring. Qanday tinish belgisi qo'yganingizni tushuntiring.
  2. topshiriq. So'zsiz, demak, xullas so'zlari ishtirokida gaplar tuzing, kirish so'zlarning gapdagi o'rnini belgilang.

**Kirish so'zlar gapning turli o'rinlarida qo'llanila oladi. Yozuvda gap boshida kelganda kirish so'zdan so'ng, o'rtasida i kelganda kirish so'zning har ikki tomonidan, gap oxirida kelganda esa kirish so'zdan oldin vergul qo'yiladi.**

1. **mashq. Gaplarni ko'chiring, kirish so'zlarning turli o'rinlarda kelayotganiga diqqat qiling. Ular gapning ma'nosiga ta'sir ko'rsatadimi- yo'qmi?**

Mayli, qo'shiq ayta qolinglar,-debdi Tulki. (Ertakdan) 2. To'g'ri, endi uni - o'ng qo'limni oz-oz ishlatayapman-u, ammo tuzukroq xat yozishga yaramaydi. (Hakim Nazir) 3. Bu ariqlarning suvlari allaqachon, aniqrog'i, bundan to'rt yillarcha oldin qurib qolgandi. (X. To 'xtaboyevj 4. Bizni do'stimiz sog'insin, albatta. (K. Turdiyeva)

1. **mashq. Gaplarni o'qing, kirish so'zlarni topib ularni izohlang.**

Xalqimizda «Kuch - bilimda!» degan gap bor.

Albatta, to'g'ri. Bilimsiz odam hech narsaga erisholmaydi, aksincha, hayotda yutqazadi. Ayniqsa, hech narsa o'qimaydigan, johil kimsalar faqat bugunini o'ylab, hayotdan orqada qoladi. Shu bois, bilim olishga astoydil kirishmoq darkor! Orzularga erishishning yagona yo'li shu.

(Gazetadan)

**187-mashq. Quyidagilarni yodingizda tuting.**

1. Albatta, shubhasiz, darhaqiqat - fikrning to'g'riligini bildiradi.

Ehtimol, balki, shekilli - gumonni anglatadi. 3. Xullas, demak- yakuniy fikrni bildiradi. 4. Avvalo, birinchidan - tartibni anglatadi.

**Bu so'zlar ishtirokida gaplar tuzib, kirish so'zlarning gap ma'nosiga ko'rsatayotgan ta'sirini aniqlang.**

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Kirish so'zlarning gapdagi o'mi haqida gapiring.

2. Kirish so'zlarda qanday tinish belgisi ishlatilishini ayting.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

1. **mashq. Uyga topshiriq. Birorta badiiy asardan kirish so'zli gaplarga misollar toping. Ularni izohlang.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: QO'SHMA GAP

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Kirish so'zlarning gapdagi o'mi haqida gapiring.

2. Kirish so'zlarda qanday tinish belgisi ishlatilishini ayting.

**III. YANGI MAVZU BAYONI.**

54-dars. QO'SHMA GAP

* 1. topshiriq. Quyida berilgan sodda gaplarni bir-biriga bog'lab gap tuzing. Sodda gaplarni qanday vositalar yordamida bog'laganingizni ayting.

Qo'ng'iroq chalindi, dars boshlandu

* 1. topshiriq. Ikkita sodda gap tuzib, va bog'lovchisi yordamida bir-biriga bog'lang.

**Ikki va undan ortiq sodda gaplarning birikuvidan hosil**

**bo'lgan gap qo'shma gap hisoblanadi.**

**Qo'shma gapni tashkil etgan sodda gaplar bir-biri bilan**

**va, ammo, lekin, chunki, shutting uchun, shu sababli kabi ! bog'lovchilar hamda ohang yordamida bog'lanadi. Yozuvda ammo, lekin, biroq, chunki, shuning uchun, shu sababli \ bog'lovchilaiidan oldin vergul qo'yiladi. Ohang yordamida bog'­langan sodda gaplar ham bir-biridan vergul yoki tire bilan ajratiladi. Masalan:fife baxtiyormiz, chunkiyurdmiz ozod. Yurt dnch-sen tinch. I**

1. **mashq. Sodda gaplarni o'rniga qo'yib, qo'shma gaplar hosil qiling.**

1. Do'sting mingta bo'lsa ham oz, yomon bilan yursang, qolarsan uyatga. 2. Kuz keldi, aqlsiz tushiga ishonadi. 3. Yaxshi bilan yursang, yetarsan murodga, dushmaning bitta bo'lsa ham ko'p. 4. Aqlli ishiga ishonadi va mevalar g'arq pishdi.

1. **mashq. O'yinimiz «Sendan ugina, mendan bugina» deb nomlanadi. Ikki guruhga bo'lining. Birinchi guruh tomonidan aytilgan sodda gapga ikkinchi guruh shunday sodda gap aytsinki, ikkalasini qo'shib qo'shma gap hosil qilish mumkin bo'lsin.**

Namuna: 1-o'quvchi: Xalqimiz obodonchilikka yaxshi e'tibor beradi.

2-o'quvchi: shuning uchun shahar va qishloqlarimiz kundan kunga obod bo'lib bormoqda.

**\*191-mashq. Mustaqillik o'gitlarini o'qing. Qo'shma gaplarni aniqlab ko'chirib yozing. Sodda gaplarni bog'layotgan vositani aytib bering.**

Vatan ko'nglimizda bo'lsa, Alloh ishimizga madadkor bo'lgay. Vatan va el manfaati muqaddasdir. Vatan hissi, Vatan tuyg'usi barcha narsadan qadrliroqdir. Zamonlar o'taveradi, davrlar o'zgaraveradi, ammo Vatan abadiydir. Bu aziz Vatan-barchamizniki. Dunyoda mamlakat ko'p, lekin olamda ona yurtimiz, O'zbekistonimiz yakka-yu yagona.

**IV. MUSTAHKAMLASH**

1. Qo'shma gap deb nimaga aytiladi?

2. Qo'shma gap tarkibidagi sodda gaplar qanday vositalar yordamida bir- biri bilan bog'lanadi?

3. Qo'shma gap tarkibidagi sodda gaplar yozuvda qanday tinish belgilari bilan ajratiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**192-mashq. Uyga topshiriq. Rasm asosida «0'zbekiston XXI asrda» mav­zusida matn tuzing. Unda qo'shma gaplardan foydalaning va ularni izohlang.**

Tayanch so'zlar: O'zbekiston, mustaqillik, ilgari, hozir, televideniye, radio, yodgorlik, tarixiy, bino, yo'l, yangi, litsey, kollej, bunyod etmoq, yaratmoq, tiklamoq, rivojlanmoq 5-Onatili, 5-sinf

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **KO'CHIRMA GAPLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qo'shma gap deb nimaga aytiladi?

2. Qo'shma gap tarkibidagi sodda gaplar qanday vositalar yordamida bir- biri bilan bog'lanadi?

3. Qo'shma gap tarkibidagi sodda gaplar yozuvda qanday tinish belgilari bilan ajratiladi?

**III. YANGI MAVZU BAYONI.**

**55-dars. KO'CHIRMA GAPLAR**

* 1. topshiriq. Dedi so'zi ishtirok etgan gap tuzing. Gapda qanday tinish belgilaridan foydalanganingizni ayting.
  2. topshiriq. Quyida berilgan belgilarga mos gap bo'laklarini qo'yib gap tuzing. « ======= », - dedi.

**Birovning aynan keltirilgan gapi ko'chirma gap deyiladi.**

**Ko'chirma gap doimo so'zlovchi gapi bilan birga keladi. So'zlovchi gapi muallif gapi hisoblanadi. Ko'chirma gap bilan muallif gapi birikib ko'chirma gapli qo'shma gapni hosil i qiladi. Yozuvda ko'chirma gap qo'shtirnoq ichiga olinadi.**

193-mashq. «Qo'rqoqqa qo'sha ko'rinar», -deydi xalqimiz. Bu ko'chir­ma gapga izoh bering.

194-mashq. Muallif gapining kesimlariga diqqat qiling. Ularni ko'chirma gapdagi kesimlarga solishtiring.

1. «Inson har doim quvnoq, xushchaqchaq bo'lishi va baxtiyor yashamog'i lozim»,- degan edi Forobiy. 2. Abu Rayhon Beruniy shunday deydi: «Erta-yu kech dushmanga zarar-u do'stga foyda keltirgan odam mardlarning mardidir». 3. Mahmud Koshg'ariy: «Botir jangda, dono majlisda sinaladi»,-deb aytgandi.

**195-mashq. Quyidagi gaplarni ko'chirma gaplarga aylantiring va tinish belgilarini qo'yib, ularni daftaringizga ko'chiring.**

l.Navoiy tilga ixtiyorsiziikning elga e'tiborsizlik ekanligini aytgan edi. 2. Xalqimiz uyatning o'limdan qattiqligini uqtiradi. 3. Qozoq shoiri Abay birlik yo'q yerda baraka yo'qligi to'g'risida so'zlagan. 4. Mirtemir yoshlikning orqaga qaytmasligi haqida yozgan edi.

**196-mashq. «Buvimning o'gitlari» mavzusida kichik matn tuzing, unda ishlatilgan ko'chirma gaplarni aniqlang.**

**IV. MUSTAHKAMLASH**

Savol va topshiriqlar

1. Ko'chirma gap deganda nimani tushunasiz?

2. Muallif gapi deganda-chi?

3. Ko'chirma gap qanday tinish belgilari bilan yoziladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**197-mashq. Uyga topshiriq. O'zbek allomalari tomonidan aytilgan hikmatli so'zlarni toping va ularni ko'chirma gap shaklida daftaringizga yozing.**

Namuna: Navoiy shunday degan edi:

«Odami ersang, demagil odami Onikim, yo'q xalq g'amidin g'ami».

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **KO'CHIRMA GAPLARDA TINISH BELGILARINING ISHLATILISHI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Ko'chirma gap deganda nimani tushunasiz?

2. Muallif gapi deganda-chi?

3. Ko'chirma gap qanday tinish belgilari bilan yoziladi?

**III. YANGI MAVZU BAYONI.**

**56-dars.KO'CHIRMA GAPLARDA TINISH BELGILARINING ISHLATILISHI**

* 1. topshiriq. Birlashgan-o'zar, birlashmagan-to'zar maqoli ishtirokida ko'chirma gap tuzing. Muallif gapi va ko'chirma gap orasida tinish belgilarining ishlatilishiga e'tibor bering.
  2. topshiriq. Vatan sajdagohimdir-degan edi Abdurauf Fitrat. ***Tushirib qoldirilgan tinish belgilarini qo'ying.***

**Ko'chirma gap muallif gapidan oldin, uning o'rtasida,oxirida, ikki chekkasida kelishi mumkin. Shunga ko'ra yozuvda ular orasida turlicha tinish belgilari ishlatiladi.**

**Muallif gapi ko'chirma gapdan oldin kelsa, undan so'ng ikki nuqta qo'yiladi, ko'chirma gap qo'shtirnoqqa olinib, bosh harf bilan yoziladi. Masalan:**

**Xalqimiz shunday deydi: «Hunar-zar, hunarsiz-xor». Ko'chirma gap so'roq yoki his-hayajon gap bo'lsa, qo'shtirnoq yopilishidan oldin so'roq yoki undov belgisi qo'yiladi.**

***Masalan:*** Men undan so'radim: «Mehringni qo'yib, bunchalar saralab gul terding kimga?» Bulbul der: «Ochil, g'uncha...» ***(Mirtemir)*Ko'chirma gap darak gap bo'lsa, qo'shtirnoqdan so'ng nuqta qo'yiladi.**

Masalan:Donolar deydi:«Aql bo'ylik bilan o'lchanmas».

**Muallif gapi ko'chirma gapdan keyin, uning o'rtasida yoki ko'chirma gap muallif gapining o'rtasida kelsa, tinish belgilari quyidagicha ishlatiladi.**

***Misollar:*** 1. «Aqlli kishi sabr etar har nafas», - deydi Sa'diy Sheroziy. 2. «Jaholat o'lim, - deb aytadi Nosir Xisrav, - bilim esa tiriklikdir». 3. Alisher Navoiy: «Oz-oz o'rganib dono  ***bo'lur, Qatra-qatra yig'ilib daryo bo'lur», - deb aytgan edi***

**Ko'chirma gapli qo'shma gap tuzilishini quyidagicha i ifodalash mumkin: M: «K». «K»,-m. «K,-m,-k». M: «K»,- m. M, m belgilari muallif gapini, K, k belgilari ko'chirma gapni I ifodalash uchun qo'llanilgan.**

**198-mashq. Berilgan ko'chirma gaplarni turli xil ko'rinishlarda qo'llab ko'ring. Ularda tinish belgilarining ishlatilishiga alohida e'tibor bering.**

Namuna: Ingliz xalq maqollarida shunday deyiladi: «Ota-xazina, aka-uka - tayanch, do'st esa har ikkovidir».

Ingliz xalq maqollarida: «Ota-xazina, aka-uka-tayanch, do'st esa har ikkovidir»,-deyiladi.

Gruzinlar deydi: «Daraxt ildizi bilan kuchli, odam-do'stlari bilan». «Yaxshi do'stni,- deyiladi o'zbek xalq maqolida,-yomon kunda sinamoq kerak».

**\*199-mashq. Quyidagi boshqotirmani yechib, ko'chirma gapni daf­taringizga yozing.**

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* 1. 1,2,3 - qo'rg'oshin so'zining birinchi bo'g'ini.
  2. 4,5,6-suvi qochgan, qotib qolgan narsa. 3.7,8 - o'rin-payt kelishigi qo'shimchasi.

4. 9,10-qushlar va hayvonlarning ini.

* + 1. 11 - alifbodagi 19-harf.
    2. 12-p undoshining jarangli jufti.
    3. 13,14,15,16,17-mangu, abadiy.

**♦ 200-mashq. M: «K?»; «K», - m.; M: «K!» - m.; «K, - m, - k» ko'rinishidagi gaplarga misollar toping.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Muallif gapi ko'chirma gapdan oldin kelganda qanday tinish belgilari ishlatiladi? Keyin kelganda-chi?

* + - 1. Ko'chirma gapni muallif gapi ichida keltirib misollar tuzing.
      2. Muallif gapi ko'chirma gap ichida kelganda, qanday tinish belgilaridan foydalanamiz?
      3. Ko'chirma gap so'roq va his-hayajon gap bo'lsa, qanday tinish belgilari ishlatiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**201-mashq. Uyga topshiriq. Bironta mavzuda matn tuzing. Unda ko'chirma gaplardan foydalaning. Ayrimlarini daftaringizga yozing.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **DIALOG VA ULARDA TINISH BELGILARINING ISHLATIL1SHI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Muallif gapi ko'chirma gapdan oldin kelganda qanday tinish belgilari ishlatiladi? Keyin kelganda-chi?

* + - 1. Ko'chirma gapni muallif gapi ichida keltirib misollar tuzing.
      2. Muallif gapi ko'chirma gap ichida kelganda, qanday tinish belgilaridan foydalanamiz?
      3. Ko'chirma gap so'roq va his-hayajon gap bo'lsa, qanday tinish belgilari ishlatiladi?

**III. YANGI MAVZU BAYONI.**

**57-dars. DIALOG VA ULARDA TINISH BELGILARINING****ISHLATIL1SHI**

* + - * 1. topshiriq. Ikki kishi o'rtasidagi suhbatni daftaringizga yozing. Qanday tinish belgilari qo'yganingizni ayting.
        2. topshiriq. Quyida berilgan suhbatning tinish belgilarini tushuntiring. -Isming nedur, chirog'im? -Alisher.

-Kimning o'g'lidursen? -G'iyosiddin Kichkinaning.

(Mirkarim Osim)

Ikki kishi o'rtasidagi suhbat dialog sanaladi.  Dialogdagi har bir gap tire bilan boshlanadi. Bir kishining nutqi monolog sanaladi.

**202-mashq. Hikoyani o 'qing. Nuroniy chol va bola o'rtasidagi dialogga diqqat qiling. Unda ishlatilgan tinish belgilariga e'tibor bering.**

Nuroniy chol ko'chada o'tirgan yosh bolani ko'rib so'radi:

-Hoy yaxshi bola, oting nima?

-A?-dedi bola anqovlanib.

-Oting nima deyapman!

-A, otimmi?

-Ha, oting!

-A... - o'ylanib qoldi bola.

-Oting anqov ekan!-dedi chol xafa bo'lib.

(Shukur Sa'dulla)

**mashq. «0'quvchi xandasi»ni o'qing. Dialoglar va ularda ishlatilayotgan tinish belgilariga e'tibor bering.**

Ona:

-Rustam, devorga nima deb yozyapsan? O'g'il:

-Devorga yozmang, yomon bo'ladi,-deb...

(«Gulxan»dan)

**mashq. «Uyda», «Kutubxonada», «Ko'chada» kabi mavzularda dialoglar tuzing. Ularning qurilishiga alohida diqqat qiling.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Dialog deganda nimani tushunasiz?

2. Dialogni tashkil etgan har bir gap qanday tinish belgisi bilan boshlanadi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**205-mashq. Uyga topshiriq. «Dadam bilan suhbat» mavzusida dialog tuzib, daftaringizga yozing.**

**58-59-darslarda yozma ish va uning tahlili o'tkaziladi.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **GAPLARNING IFODA MAQSADIGA KO'RA TURLARI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Dialog deganda nimani tushunasiz?

2. Dialogni tashkil etgan har bir gap qanday tinish belgisi bilan boshlanadi?

**III. YANGI MAVZU BAYONI.**

**60-dars.GAPLARNING IFODA MAQSADIGA KO'RA TURLARI**

Takrorlash uchun savollar

1. Gap deb nimaga aytiladi?

2. So'roq gaplar qanday hosil qilinadi?

3.Darak gaplarga misollar keltiring.

4.Buyruq gap deb nimaga aytiladi?

5.Istak gaplarda qanday mazmun ifodalanadi?

**mashq. Quyidagi darak gaplarni so'roq gaplarga aylantiring va farqlarini tushuntiring.**

Namuna: Tom orqasida xo'roz qichqirdi. (Abdulla Qahhor)- Tom orqasida xo'roz qichqirdimi?

1. Nonning butuni ham, ushog'i ham-non. 2. Bobosi quyonchani qo'liga oldi. (N.Fozilov) 3. Omon menga qarab kuldi. (G'afur G'ulom)

**mashq. She'rni o'qing. Undagi ikki gap kesimining shaxs-sonini o'zgartirib, ularni so'roq va buyruq gapga aylantiring.**

Sog'lom, quvnoq bolaman, Foydam tegsa birovga,

Mehnatdan zavq olaman. Men tengsiz baxtiyorman.

Agarda ish qilmasam, Hozir maktab bolaman,

Tez zerikib qolaman. Mehnatdan zavq olaman.

Kattalarga dastyorman, Katta bo'lsam, ko'rasiz,

Xizmatiga tayyorman. Halol odam bo'laman.

(Qambar Ota)

**\*208-mashq. Awal darak gaplarni, keyin so'roq gaplarni, so'ng buyruq gaplarni, oxirida istak gaplarni ko'chirib yozing.**

1. Ha, endi qo'limdan osonlikcha qutulib bo'psan! (Lev Tolstoy) 2. Nimaga qarab turibsan, ishla. (L. Mahmudov) 3.Bu bolaning fikrlarini diqqat bilan ehsitsangiz. 4. Iya, kuzda kim varrak uchiradi?! (FarhodMusajon) 5. Ey, qo'ychivonlar, chopinglar bu tomonga. (Ch. Aytmatov) 6. Soraning kutishga vaqti yo'q edi. (Hakim Nazir) 7. Tezroq yetib kela qolsa edi. 8. Hoy, nega panaga o'tmay ivib o'tiribsan? (Zohir A 'lam)

1. **mashq. Rivoyatni o'qing. Gaplarni ifoda maqsadiga ko'ra tahlil qiling**

Bir dehqon qo'sh hay dab turgan edi. Ittifoqo uning dalasi yonidan hukmdor o'tib qoldi. U dehqonga: «Hormang!» dedi. Dehqon eshitmaganga olib: «Xo'sh, jonivor!» deb ho'kizlarini qaytarib, yerini haydayverdi.

Hukmdor ikkinchi marta ham «Hormang!» deb ko'rdi. Bu gal dehqon bosh qimirlatib qo'ydi. Hukmdor achchiqlanib jo'nab ketdi. Saroyga borib dehqonni tutib kelish uchun mulozimlarini jo'natdi. Ular dehqonni saroyga olib borishdi.

Hukmdor unga jahl bilan dedi: «Ikki marta «Hormang!» desam ham, bir marta «Bor bo'ling!» deyishga yaramading. Meni mensimadingmi?»

Dehqon:

-O'sha vaqtda yerimning obi-tobi joyida edi. Sizga «Bor bo'ling!» desam vaqtim ketib, yerim tobidan qochardi. Mana, yerimni haydab bo'ldim. Qancha «Bor bo'ling!» kerak bo'lsa, olavering. «Vaqting ketdi - baxting ketdi» degan maqolni eshitmaganmisiz?

Hukmdor vaqtni qanchalik qadrlashini ko'rib, dehqonni afV qildi va unga tasannolar aytdi.

(Rivoyat)

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

1. **mashq. Uyga topshiriq. «Nonni isrof qilmang!» mavzusida kichik hikoya tuzing. Unda darak, so'roq, buyruq va istak gaplardan foydalaning**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **GAP BO'LAKLARI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

***61-dars. GAP BO'LAKLARI***

Takrorlash uchun savollar

1. Gap bo'laklari deb nimaga aytiladi?

2.Ega deb nimaga aytiladi?

3.Kesimning gapdagi o'rni qanaqa?

4.Fe'l kesim va ot kesimlarga misollar keltiring.

5.Hoi deb nimaga aytiladi?

6.To'ldiruvchi nima?

7.Sifatlovchi aniqlovchi qanday so'roqlarga javob bo'ladi?

8.Qaratqich aniqlovchi nima?

1. **mashq. Gaplarni daftaringizga ko'chiring. Ega va kesimlarning tagiga chizing.**

Bilimli bo'l, hech qachon erinma. Ilm qadrini ma'rifatli odam biladi. Odobning boshi tildir. Kishi boshiga tushgan har qanday ish uning tili tufayli sodir bo'ladi. Dunyoda yaxshi va nuqsonsiz nom saxiylikdir. (Ahmad Yugnakiy)

1. **mashq. Qavs ichidagi so'roqlarga mos to'ldiruvchilarni qo'ying va ularning ifodalanishini tushuntiring.**

1. Odam (kimga?) suyanadi. 2. (Nima bilan?) olam charog'on, (nima bilan?) umr charog'on. 3. Mehmon (kimdan?) ulug'. 4. Aql (nimadan?) quwat oladi.

1. **inashq. Bosh va ikkinchi darajali bo'laklar ishtirok etgan to'rtta gap tuzing.**
2. **mashq. Nuqtalar o'rniga berilgan so'zlardan mosini qo'yib gaplarni ko'chiring va ularning qanday gap bo'lagi ekanligini aniqlang.**

Ho'ngrab yig'lab yubordim. Turtinib-surtinib o'z ...imga bordim-da, ...imni ko'rpaga burkab ...larimda yosh tamom bo'lguncha ...dim.

* Qalpoqcham, ey ...larda hamisha yo'ldoshim, maslahatgo'yim, qani ayt-chi, nega men maqsadga erisha olmadim.
* Chunki ...ing yo'q edi,-deydi qalpoqcham.
* Ilm olish uchun nima qilish kerak edi?
* ...ing kerak edi.
* Nima?
* Ha, ha, o'qituvching Qobilov, sevimli direktoring Otajon Azizovichlaming ...iga quloq solishing kerak edi.

-Demak, sen ...i chalg'itgan ekansan-da, aldabsan-da!

-Yo'q, ...madim, ...madim fikrlaring xato ekanligini tushunib olgin, deb qo'limdan kelgancha ko'maklashdim, yordamimni ...madim

(X. To'xtaboyev)

*Kerakli so'zlar:* safar, gap, alda, chalg'it, ilm, o'qish, aya, bosh, men, ko'z, o'rin, yig'la.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

* 1. **ma$hq. Uyga topshiriq. Bilim va uning ahamiyati haqida uchta gap yozib, gap bo'laklari bo'yicha tahlil qiling.**

Muallif: D. Haydarova

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **UNDALMA, KIRISH SO'ZLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Gap bo'laklari deb nimaga aytiladi?

2.Ega deb nimaga aytiladi?

3.Kesimning gapdagi o'rni qanaqa?

4.Fe'l kesim va ot kesimlarga misollar keltiring.

5.Hoi deb nimaga aytiladi?

6.To'ldiruvchi nima?

7.Sifatlovchi aniqlovchi qanday so'roqlarga javob bo'ladi?

8.Qaratqich aniqlovchi nima?

**III. YANGI MAVZU BAYONI.**

**62-dars. UNDALMA, KIRISH SO'ZLAR**

Takrorlash uchun savollar

1. Undalma deb nimaga aytiladi?

2. Undalmalar gapda qanday o'rinlarda keladi?

* + 1. Kirish so'zlar nima?
    2. Kirish so'zlarning gapdagi o'rni haqida aytib bering.
    3. Undalmalar va kirish so'zlardan keyin qanday tinish belgilari qo'yiladi?
  1. **mashq. O'qing. Undalmalarni topib, ularga izoh bering.**

O'sha kuni kechasiyoq qahramonliklar ko'rsatib, shon-u shuhrat taratib, o'qituvchilariirini, Otajon Azizovichni hayratda qoldirish niyatida safarga otlandim.

Xayr, jonajon qishlog'im, hayqirib toshdan toshga urilib oqayotgan zilol suvli anhorlar, poyonsiz mevazor bog'lar, hammangizga xayr. Yo'l yoqasidagi azim yong'oqlar, sizlar ham yaxshi qoling. Endi sizlarga hech kim tosh otib shoxingizni sindirmaydi, tanangizga mix qoqib ozor bermaydi.

Mehribon oyijonim, sho'xliklar qilib ko'nglingizni og'ritgan bo'lsam, qaysarligim tufayli o'ksitgan bo'lsam, kechiring meni! Qo'ng'ir sochli singillarim, sizlar ham yaxshi qoling... Sog'inganda, ko'nglingiz o'ksiganda rasmga boqing. (X. To 'xtaboyev)

* 1. **mashq. Kirish so'zlarning ishlatilish o'rinlariga diqqat qiling. Ular anglatayotgan ma'noni toping. Undalmali gaplarni daftaringizga ko'chiring.**

Bolalar, ehtimol, siz Cholbolani ko'rmagandirsiz? Men uni ko'rganman. Cholbola aslida chol emas, bola. Yo'q, bola emas, chol. Hayron bo'lmang, ochig'i, u siz tengi bola.

Unda nega chol bo'larkan, deysizmi?

Bo'lmasa eshiting, uning Cholbola bo'lishi o'zi bir ertak.

Odatda, buvalar, buvilar bolalarga ertak aytishadi.

... Sirli tushdan keyin Umidjon buvasiga ertak aytadigan bo'libdi. Uning ertaklarini buvasi gohida chuqur o'yga tolib, gohida jilmayib, gohida afsus bilan bosh chayqab eshitarkan.

Xullas, Umidjon deyarli har kuni bitta yangi, ibratli ertak o'ylab topib, buvasiga so'zlab beradigan bo'libdi. (N. Aminov)

**218-mashq. Dadangizga, oyingizga, aka-ukalaringizga, opa- singillaringizga, do'stlaringizga, dugonalaringizga murojaat qilganingizda qanday undalmalardan foydalanasiz? Ular ishtirokida gaplar tuzing.**

Namuna: Og'ayni Oshna

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**219-mashq. Uyga topshiriq. Menimcha, nazarimda, afsuski, demak, xullas so'zlari ishtirokida «Maktab o'quvchisi qanday kiyinishi kerak?» mavzusida bahs o'tkazib, taassurotlaringiz asosida hikoya yozing.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **KO'CHIRMA GAPLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

**63-dars. KO'CHIRMA GAPLAR**

Takrorlash uchun savollar

1. Ko'chirma gap deb nimaga aytiladi?

2. Muallif gapi nima?

3.Muallif gapining kesimi qaysi so'zlar bilan ifodalanadi?

4.Ko'chirma gaplarda tinish belgilarining ishlatilishi haqida gapirib bering?

**220-mashq. Tushirib qoldirilgan tinish belgilarini qo'yib, ko'chirma gaplarni daftaringizga ko'chiring. So'ngra ularni izohlab bering.**

Abdurahmon Jomiy shunday degan edi Kitobdan yaxshiroq do'st yo'q jahonda, G'amxo'ring bo'lgay u g'amli zamonda. U bilan qol tanho, hech bermas ozor, Joningga yuz rohat beradi takror.

Dono bo'lmoq uchun bilimsizdan ham o'rganmoq kerak degan edi Kaykovus.

Xalqimiz odobli bola hammaga manzur deydi.

**\*221-mashq. Quyidagi gaplarni ko'chirma gaplarga aylantiring. Muallif gapining ifodalanishiga e'tibor bering.**Kitobsiz uy - jonsiz tanaday gap. (Sitseron) Kitoblar jonsiz, ammo sodiq do'stlardir. (Viktor Gyugo) Kitoblar aql farzandlaridir. (Jonatan Svift) Odam tili bilan hayvondan ustun, ammo tildan nojoiz foydalansa, hayvondan battar. (Sa 'diy) Bilmaganni so'rab o'igangan olim, orlanib so'ramagan-o'ziga zolim. (Alisher Navoiy)

* + - 1. **mashq. Ikki guruhga bo'lining. Ma'lum bir mavzularda (masalan, mehnat, do'stlik, tinchlik haqida) aytilgan maqol, matal va hikmatli so'zlarga misollar keltiring. Ularning kim tomonidan aytilganligini aniqlab, ko'chirma gap hamda muallif gapini ajrating.**

Namuna:

* + - * 1. guruh: «Kamtarlik-kishi bezagi»,-deb aytadi xalqimiz.
        2. guruh: Xalqimiz: «Kamtarga-kamol, manmanga-zavol»,-deydi.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

* + - 1. **mashq. Uyga topshiriq. O'zbek allomalarining kitoblaridan hikmatli so'zlarga misollar topib, ularni ko'chirma gaplar tarzida yozib keling. Tinish belgilarining ishlatilishiga alohida diqqat qiling.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **SO'Z TURKUMLARI. MUSTAQIL VA YORDAMCHI**

**SO'ZLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

**65-dars. SO'Z TURKUMLARI. MUSTAQIL VA YORDAMCHI SO'ZLAR**

* + - * 1. topshiriq. ***Quyida berilgan so'zlarning har biriga so'roq bering. Qaysi so'zlar so'roq olmayapti?*** Daftar, yoki, keldi, yaxshi, ko'p, aqlli, kabi, o'rta, va, men, uchun, o'quvchi, bilan.
        2. topshiriq. Bu so'zlarning qaysi birlari bilan gaplarni boshlab bo'lmaydi?

**Biror so'roqqa javob bo'lib, ko'pincha atash ma'nosinibildiruvchi, gapda ma'lum bir gap bo'lagi yoki undalmavazifasida keladigan so'zlar mustaqil so'zlar sanaladi.**

**So'roqqa javob bo'lmaydigan, atash ma'nosini bildirmaydigan so'zlarga yordamchi so'zlar deyiladi.**

* + - 1. **mashq. O'qing. Yordamchi so'zlarni topib, ular ishtirokida uchta gap tuzing.**

Bir ko'r kishi bilan cho'loq katta suv yoqasiga yetishdilar. Suv ustiga tashlangan yog'ochdan o'tishlari lozim edi. Cho'loq aytdiki: «Birodar, men o'tolmayman, chunki oyog'im yaramaydi». Ko'r: «Agar ko'zim bo'lsa edi, o'tardim»,- dedi. Biror tadbir topishlari yoki birovdan yordam so'rashlari kerak edi. O'tirdilar va biroz o'yladilar. Shunda cho'loq dedi: «Bo'lmasa sen meni orqangga opich, senga yo'l ko'rsatib, oyoq qo'yadigan yeringni ko'rsatib turay, ikkimiz ham o'tib ketamiz». Shunday qilib, bir- birlarining yordami bilan ikki yorti bir butun bo'lib, suvdan o'tdilar.

(Abdulla Avloniy)

* + - 1. **mashq. So'zlarni ularga beriladigan so'roqlar asosida guruhlarga aj rating. Har bir guruhni umumiy bir atama bilan qanday nomlash mumkinligini ayting.**

Namuna: Kim? nima? bola, kitob...

*qanday?* yashil...

nechta? nechanchi? o'nta, uchinchi... nima qildi? bordi... qachon? qancha? kecha, oz...

Ko'p, birinchi, keldi, qora, ko'ylak, beshta, o'qiyapti, zavqli, bugun, musicha, shirin, uchtadan, ancha, neft, yumaloq, yozdi, to'qqiz, o'quvchi, hali, hozir.

**♦ 226-mashq. Nuqtalar o'rniga mos keladigan yordamchi so'zlarni qo'yib, gaplarni ko'chiring.**

1. Maktabda shoirlar ... uchrashuv bo'ldi. 2. Onam ... sovg'a oldim. 3.U dushman ... sher ... olishdi.

1. **mashq. Bilan, uchun so'zlari ishtirokida ikkitadan gap tuzing. Birinchi gapda bilan so'zini va bilan almashtirish mumkin bo'lsin, ikkinchisida mumkin bo'lmasin. Uchun so'zi birinchi gapda atalganlik ma'nosini, ikkinchi gapda maqsad ma'nosini ifodalasin.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Mustaqil so'zlar deb qanday so'zlarga aytiladi?

2. Yordamchi so'zlar deganda nimani tushunasiz?

3. Uchta yordamchi so'z topib, uni gap ichida keltiring.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

1. **mashq. Uyga topshiriq. Adabiyot darsligida berilgan asarlardan oltita yordamchi so'zlar ishtirok etgan gapni ko'chiring.**

Muallif: D. Haydarova

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **OT**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Mustaqil so'zlar deb qanday so'zlarga aytiladi?

2. Yordamchi so'zlar deganda nimani tushunasiz?

3. Uchta yordamchi so'z topib, uni gap ichida keltiring.

**III. YANGI MAVZU BAYONI.**

**66-dars. OT**

* 1. topshiriq. Shaxs va narsani bildiruvchi to'rtta so'z toping va ularning qanday so'roqqa javob bo'lishini ayting.
  2. topshiriq. Joy bildiruvchi uchta so'z toping va ularning qanday so'roqqa javob bo'lishini ayting.

**Shaxs, narsa-buyum,-joy nomlarini bildirib, kim?, nima?, \* qayer? so'roqlariga javob bo'luvchi mustaqil so'zga ot deyiladi. Otlar son, egalik va kelishik qo'shimchalari bilan qo'llanadi. Gapda otlar bosh va ikkinchi darajali bo'lak, shuningdek, undalma vazifasida keladi.****Otlar birlik va ko'plik sonda qo'llanadi. Ko'plik otlarga -lar qo'shimchasini qo'shish bilan hosil bo'ladi. Masalan: bola- birlik sonda, bolalar- ko'plik sonda.**

**229-mashq. Gaplar tuzing, undagi otlarni topib izohlang. Tuzgan gaplaringizdagi mavjud otlarni ma'nosiga ko'ra guruhlarga bo'ling va ularning so'roqlarini aniqlang.**

**Namuna:**

|  |  |  |
| --- | --- | --- |
| Shaxs otlari | Narsa-buyum otlari | O'rin-joy otlari |
|  |  |  |

**230-mashq. Gaplarni ko'chiring. Otlarning qaysi gap bo'lagi bo'lib kelayotganini aniqlab, tagiga chizing.**

1. Muhammadqodir Abdullayev 1973-yilda Andijonning Jalabek mavzesida tug'ilgan. (U. Shukurov) 2. Oqqan daryo oqaveradi. (Maqol) 3. Oyijon, chindan ham shishaning ichida jin bormi? (X. To 'xtaboyev)

**231-mashq. Berilgan otlarni ko'plik shakliga aylantiring, ular ishtirokida so'roq, istak, buyruq gaplar tuzing.**

She'r, tadbirkor, mashina, mezbon, shoir.

* + 1. **mashq. Har biri besh so'zdan iborat ikkita gap tuzing. Otlarning bitta yoki ikkitasini ko'plik shaklida qo'llang. Gap bo'lakiarini aniqlab, tagiga chizing.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Ot deb nimaga aytiladi?

2. Otlar qanday ma'nolarni bildiradi?

3.Otlar qaysi qo'shimchalar bilan keladi?

4.Otlar qanday gap bo'lagi vazifasini bajaradi?

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

* + 1. **mashq. Uyga topshiriq. Gaplarni ko'chiring, ko'plik sonda qo'llangan otlarning gapdagi vazifasini aniqlang. Ma'nodosh, shakldosh va zid ma'noli so'zlarni topib izohlang.**

1. Do'stlar, bu mening eng yaqin oshnam, tanishing. 2. Bu o'tlar oftobda rosa qurigan, yaqinida gugurt chaqmang, o't ketib qolmasin.

3. Sergap, ezma bo'lmang, birovning gapini behuda bo'lmang. 4. Ko'p o'lkalarda bo'ldim, lekin yurtimiz hammasidan a'lo. 5. Qo'lingdagilarni qo'y, o'g'lim, tez borib qo'ylarni qaytarib kel.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **TURDOSH VA ATOQLI OTLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Ot deb nimaga aytiladi?

2. Otlar qanday ma'nolarni bildiradi?

3.Otlar qaysi qo'shimchalar bilan keladi?

4.Otlar qanday gap bo'lagi vazifasini bajaradi?

**III. YANGI MAVZU BAYONI.**

**67-dars. TURDOSH VA ATOQLI OTLAR**

1. topshiriq. O'zingiz yashayotgan shahar (tuman), mahalla nomini, yaqinlaringiz ismini yozing. Ular gap ichida qanday yozilishini eslang.
2. topshiriq. Sinf xonangizdagi narsa-buyumlarning nomini yozing. Ular gap ichida qanday yoziladi?

**Bir turdagi narsa-buyumning nomini bildirgan otlar \* turdosh ot deyiladi. Masalan: qishloq, choynak, aka, daraxt Ayrim shaxs yoki narsa-buyumga atab qo'yilgan nomlar atoqli ot deyiladi. Kishilarning ism, familiyasi, joy hamda hayvonlarga atab qo'yilgan nomlar, gazeta, jurnal, kitob, tarixiy voqea kabilarning nomlari atoqli otlardir. Masalan: Toshloq tumani, «Gulxan» jurnali, Olapar, Mustaqillik kunu Atoqli otlar doimo bosh harf bilan yoziladi.**

* 1. **niashq. O'qing, otlarni aniqlang. Ularning qaysilari biror shaxs yoki narsalarga atab qo'yilgan nomlar?**

Gulbadanbegim Zahiriddin Muhammad Bobuming qizi bo'lib, u 1523-yili Kobulda tug'ilgan. Onasi Dildorbegim temuriy Sulton Mahmud Mirzoning qizi bo'lgan. Otasining farmoniga ko'ra u katta onasi, ya'ni Humoyun Mirzoning onasi Mohimbegim qo'lida tarbiyalangan.

Gulbadanbegim zamonasining oqila, donishmand ayollaridan edi. Akbarshohning taklifi bilan «Humoyunnoma» nomli ajoyib va muhim tarixiy asarni yozgan. «Humoyunnoma» Bobur va Humoyun podshoh- larning hayoti va sarguzashtlarining qisqacha tarixi bo'lib, «Bobur- noma»ning mantiqiy davomidir. «Akbamoma»ning muallifi Abul Fazlning yozishicha, Gulbadanbegim 1603-yilda 80 yoshida vafot etgan.

* 1. **mashq. O'zingiz eshitgan yoki o'qigan kitoblaringizdan hayvonlarga atab qo'yilgan nomlardan bir nechtasini yozing. Ular ishtirokida og'zaki gaplar tuzing.**

**236-mashq. Viloyatingizdagi shahar, tuman, ko'l, daryo, anhor va boshqa joy nomlarini bir necha guruhga ajratib, har biriga uchtadan misol yozing.**

**237-mashq. O'qing. Atoqli otlar qaysi gap bo'lagi bo'lib kelayotganini aniqlang. She'rda ifoda maqsadiga ko'ra qanday gap turlari mavjudligini ayting.**Akam Dilshodning Odati qiziq. Ish taqsimlab u Ko'rgazar yo'riq. Hoy, Umaijon, sen Molga sol xashak. Uyni supurib, Suv keltir, Qo'shoq.

Sen-chi, Mavjuda, Qara ukangga. Hamrobek, suv och Darhol ekinga. Akam Dilshodbek Taqsimlaydi ish. O'zi to'p tepib, Kitob, gazeta, jurnal, kinofilm, binolar hamda tashki- lotlarga atab qo'yilgan nomlar qo'shtirnoq ichiga olinadi. I Ammo shahar, kinoteatr, jamoa xo'jaligi kishilar nomiga qo'yilgan bo'lsa, qo'shtirnoq ishlatilmaydi. Ularda nomidagi, ! nomli so'zlari qo'Ilanadi.

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Turdosh ot deb nimaga aytiladi?

2. Atoqli otga ta'rif bering.

3. Qanday atoqli otlar qo'shtirnoq ichiga olinadi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA**

**238-mashq. Uyga topshiriq. Atoqli otlarning yozilishiga diqqat qiling. Qo'shtirnoqning qo'llanish sabablarini izohlang.**

«Kachal polvon» spektakli, Cho'lpon nomidagi kinoteatr, «Xamsa» asari, Navoiy shahri, Mustaqillik kuni, «Bahor» qahvaxonasi, «Navoiy» romani, Navoiy asarlari, «Nido» dostoni, Bobur nomidagi jamoa xo'jaligi.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **KELISHIK QO'SfflMCHALARI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Turdosh ot deb nimaga aytiladi?

2. Atoqli otga ta'rif bering.

3. Qanday atoqli otlar qo'shtirnoq ichiga olinadi?

**III. YANGI MAVZU BAYONI.**

**68-dars. KELISHIK QO'SfflMCHALARI**

* + 1. topshiriq. O'qidirri so'zini kitob so'ziga bog'lang. Kitob so'ziga qanday qo'shimchalar qo'shganingizni ayting.
    2. topshiriq. Kitob, kitobning, kitobni, kitobda, kitobdan, kitobga *so'zlarini* o'qidim, muqovasi, oldim, yozilgan, ko'chirdi, xaridor bo'ldi *so'zlaridan muvofiq keladiganiga bog'lang.*

**Otlarga qo'shilib, ularni o'zi dan keyin kelgan boshqa****so'zlarga tobelashtirib bog'lab keladigan qo'shimchalarga kelishik qo'shimchalari deyiladi.**

***Tilimizda 6ta kelishik mavjud bo'lib, ulardan beshtasi- ning qo'shimchasi bor:*** 1) bosh kelishik (-); 2) qaratqich kelishigi (-ning); 3) tushum kelishigi (-ni); 4)jo'nalish kelishigi (-ga, -ka, -qa); 5) o'rin-payt kelishigi (-da); 6) chiqish kelishigi (-dan).

**239-mashq. O'qing. Rivoyat mazmunini so'zlab bering.**

XUSHMUOMALALIK

Xushmuomalalik yarim baxtdir, ya'ni u baxt eshigini ochishi mumkin, xolos. Biroq, bu bilan baxtni uzoq ushlab bo'lmaydi. O'zingiz o'ylang, inson xushmuomala bo'lsa-yu, lekin mehribonlikni va g'amxo'rlikni bilmasa, birovning mushkulini oson qilmay, faqat o'zining shaxsiy manfaati uchun ish yuritsa, hurmatga sazovor bo'lmaydi, yakkalanib qoladi.

Xushmuomalalik zaminida mehnatsevarlik bilan bir qatorda mehribonlik va g'amxo'rlik qaynab tursa, odam umrbod baxtli hayot gashtini suradi. (H. Ziyoyev)

Topshiriq. Matndagi kelishik qo'shimchalarini ko'chiring.

**240-mashq. Nuqtalar o'rniga mos otlarni qo'yib, so'z birikmalarini ko'chiring.**

... onasi,... bordi,... chiqdi,... ko'chasi,... jo'nadi,... intizomi,... kichik, ... o'qidi, ... javobi.

* + - 1. **mashq Nuqtalar o'rniga jo'nalish kelishigi qo'shimchasini qo'ying.**

1. Suvlar... tikilsam, ko'zim yoshlanur, jarlar... egilsam - aylanur boshim. (Mirtemir) 2. Ko'k... boqqan yiqilur. 3. Odobli bola el... manzur. 4. Maqtov ahmoq... yoqar. (Maqollar)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Kelishik qo'shimchalari deb qanday qo'shimchalarga aytiladi?

2. Kelishik qo'shimchalarining nomini ayting.

3. Tushum va qaratqich kelishiklarining ishlatilish o'rinlarini ayting.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

* + - 1. **mashq. Uyga topshiriq. «Gulxan» jurnalidan istalgan matnni olib, undagi kelishik qo'shimchalari qo'llangan so'zlarni kelishiklar tartibida ko'chiring.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **EGALIK QO'SHIMCHALARI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Kelishik qo'shimchalari deb qanday qo'shimchalarga aytiladi?

2. Kelishik qo'shimchalarining nomini ayting.

3. Tushum va qaratqich kelishiklarining ishlatilish o'rinlarini ayting.

**III. YANGI MAVZU BAYONI.**

**69-dars. EGALIK QO'SHIMCHALARI**

Topshiriq. Quyida berilgan qo'shimchalarning ma'nosini tushuntiring.

**Otlarning uch shaxsdan biriga qarashli ekanligini ' bildirgan qo'shimchalarga egalik qo'shimchalari deyiladi.**

**Egalik qo'shimchasi qo'shilgan ot, albatta, o'zidan oldingi otning qaratqich kelishigida kelishini talab qiladi.**

**243-mashq. Matnni o'qing. Mazmunini so'zlab bering.**

- Shahardagi 50-maktabda boks to'garagi ochilibdi. Birga yur, biz ham qatnaymiz, - taklifqilishdiMuhammadqodirningdo'stlari.

Bu xabar Andijon shahridagi 23-maktabning 4-sinf o'quvchisi Muhammadqodirning uyqusini qochirdi. O'zidan ham otasi Matyoqub akaning orzusi shu edi: «Men bokschi bo'lolmadim. O'g'lim, albatta, bokschi bo'ladi!»

Yillar o'tdi... Muhammadqodir ota ishonchini oqlash uchun bor imkoniyatini ishga soldi. Qiyinchiliklardan qo'rqmadi. Natija kutilganday bo'ldi. U o'smirlar o'rtasida boks bo'yicha xalqaro turnir g'olibligidan Olimpiada va Jahon chempionligigacha bo'lgan yo'lni bosib o'tdi. O'zbekning dovrug'ini olamga yoydi.

(U. Shukurov)

* + - * 1. topshiriq. Matnga sarlavha qo'ying. O'zingiz bilgan yana boshqa o'zbek sportchilari haqida ma'lumot bering.
        2. topshiriq. Egalik qo'shimchalarini topib, izohlang.

**K va q undoshlari bilan tugagan otlarga egalik \* qo'shimchalari qo'shilganda, qanday eshitilsa, o'shanday yoziladi, ya'ni ba'zan k undoshi g tovushiga, q undoshi g' tovushiga o'zgaradi. Masalan: tuproq - tuprog'i, terak - teragL Ayrim so'zlarda bunday o'zgarish yuz bermaydi. Masalan: huquq - huquqi, idrok-idroku**

**Q'g'il, burun kabi otlarga egalik qo'shimchasi qo'shilganda, ikkinchi bo'g'indagi i yoki u unlisi tushibqoladi va o'g'li, burni kabi yoziladi.**

**mashq Berilgan so'zlarga I va III shaxs egalik qo'shimchalaridan birini qo'shib, namunadagidek yozing. Hosil bo'lgan so'z shaklini tushuntirib bering.**

Namuna: quloq-qulog'im, quduq-qudug'i.

Ishtirok, pichoq, ertak, bo'taloq, farq, axloq, tok, to'garak, tirnoq.

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Qanday qo'shimchalarga egalik qo'shimchalari deyiladi?

2.Bog' so'ziga uchala shaxsni bildiruvchi egalik qo'shimchalarini qo'shing.

3.Egalik qo'shimchalarining birlik va ko'plikdagi shakllarini ayting.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**mashq. Uyga topshiriq. Quyidagi otlarga II shaxs egalik qo'shimchasini qo'shib, namunadagidek yozing va yuz bergan o'zgarishni izohlang.**

Namuna: Bag'ir-bag'ring.

O'rin, qorin, burun, singil, ko'ngil, mag'iz.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: TIL **VA NUTQ**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qanday qo'shimchalarga egalik qo'shimchalari deyiladi?

2.Bog' so'ziga uchala shaxsni bildiruvchi egalik qo'shimchalarini qo'shing.

3.Egalik qo'shimchalarining birlik va ko'plikdagi shakllarini ayting.

**III. YANGI MAVZU BAYONI.**

**70-dars. SIFAT**

1. topshiriq. Rang bildiruvchi so'zlar topib, ular ishtirokida gap tuzing. So'rog'ini aniqlang.
2. topshiriq. Maza-ta'm bildiruvchi so'zlar ishtirokida gap tuzing.

**Qanday?, qanaqa? so'roqlariga javob bo'lib, narsa-buyumning belgisini bildirgan so'zlarga sifat deyiladi. Belgideganda rang-tus, maza-ta'm, shakl-hajm, xil-xususiyatkabilar tushuniladi.**

**Sifat gapda aniqlovchi yoki kesim bo'lib keladi.**

**246-mashq. Matnni o'qing.**

Ey hurmatli qizlar! Ey izzatli qarindoshlar! Sizlarga ma'lumdirki, go'zal xulqli qiz bola butun oila uchun ulug' boylik va saodatdir.

O'qimishli, xulqini tarbiya qilgan qiz bola oltindan qimmatli, injudan qadrli bir boylikdirki, bu kabi qizlarning ismlari eng yiroq qarindosh-u tanishlarga qadar yetadi.

(Rizouddin ibn Faxruddin)

1-topshiriq. Matnga sarlavha qo'ying. Go'zal xulq deganda nimani tushunishingizni so'zlab bering.

\*2-topshiriq. Sifatlarni tushirib, matnni o'qib ko'ring. Qanday farqni sezyapsiz? Shundan kelib chiqib, sifatlarning nutqdagi ahamiyati haqida gapiring.

**247-mashq. Sifatlarga misollar toping va ularni quyidagi jadvalga joylashtiring.**

|  |  |  |  |
| --- | --- | --- | --- |
| rang-tus | maza-ta'm | shakl-hajm | xil-xususiyat |
|  |  |  |  |

**248-mashq. Sifatlarni ular bog'lanib kelgan so'zlar bilan ko'chiring.**

Hotamning tim qora, uchqur oti bor ekan. Ana shu otning dong'i Rum podshohining qulog'iga borib yetibdi. Podshoh bilimli, dono bir odamga o'n kishini qo'shib, Hotamning uyiga yuboribdi.

(Sa 'diy Sheroziy)

**Sifat gapda otga bog'lansa aniqlovchi, gapning oxirida kelsa kesim vazifasini bajaradi. Masalan: Bu ko'rkam bino- kasb-hunar kolleji. Bu gullar xushbo'y.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Sifat deb qanday so'zlarga aytiladi va ular qanday so'roqlarga javob bo'ladi?

2.Belgi deganda qanday ma'nolar tushuniladi? Har biriga misol keltiring.

3.Sifatlar, asosan, qaysi gap bo'lagi vazifasida keladi?

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**249-mashq. Uyga topshiriq. Rang bildiruvchi sifatlar ishtirok etgan to'rtta gap tuzing. Ularning qanday gap bo'lagi vazifasida kelganini ayting.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **SIFAT DARAJALARI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Sifat deb qanday so'zlarga aytiladi va ular qanday so'roqlarga javob bo'ladi?

2.Belgi deganda qanday ma'nolar tushuniladi? Har biriga misol keltiring.

3.Sifatlar, asosan, qaysi gap bo'lagi vazifasida keladi?

**III. YANGI MAVZU BAYONI.**

**71-dars. SIFAT DARAJALARI**

1-topshiriq. Baland, balandroq, juda baland so'zlari ishtirokida gap tuzing va ularning ma'nolaridagi farqni tushuntiring.

**Bir belgining narsa-buyumlar orasida ortiq-kamligi jihatidan farqlanishi sifat darajasi deyiladi.**

**Sifatlarda uchta daraja bor: oddiy daraja, qiyosiy daraja, orttirma daraja.**

**Narsa-buyumlar orasidagi belgi o'zaro taqqoslanmasa, oddiy daraja deyiladi. Masalan: yuksak, uzun, hushyor, kalta.**

**Bir narsa-buyumdagi belgining boshqalariga nisbatan ortiq yoki kamligi qiyosiy daraja deyiladi. Qiyosiy daraja oddiy darajadagi sifatga -roq qo'shimchasini qo'shish bilan hosil bo'ladi.**

**Masalan: yuksakroq, uzunroq, hushyorroq, kaltaroq. Belgining bir narsa-buyumda boshqalariga nisbatan eng ko'p ekanligi orttirma daraja deyiladi. Orttirma daraja eng, juda, nihoyat kabi so'zlar bilan hosil bo'ladi.**

Masalan: eng yuksak, juda uzun...

* + 1. **mashq. Oddiy darajadagi sifatlarni qiyosiy yoki orttirma darajaga aylantiring.**

1. Go'zal bir yigit eshikni qoqdi. (Abdulla Qahhor) 2. Ayiq qahri qistab, g'ijinib qoldi, Panjasiga nogoh bir xarsang oldi. (Mirtemir) 3. Tarbiyachi o'rta va katta guruh bolalariga doston haqida so'ylardi. («Durdona»)

* + 1. **mashq. Gaplarni o'qing. Sifatlarning darajasini o'zgartiring. Bu gap mazmuniga qanday ta'sir qilayotganini tushuntiring.**

l.G'azal nihoyatda ta'sirli. Ayniqsa, uch-to'rt bolaning ovozi juda yoqimli, ohangdor. (Oybek) 2. Biz kirgan xona dadam ishlaydigan hujradan ham tor, qorong'iroq ekan. (Hakim Nazir) 3. So'ng sirkka o'tib, eng uchqur otlardan birini tanlaysan, yo'lga ravona bo'lasan. (X. To 'xtaboyevj

**V.MUSTAHKAMLASH**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

* + 1. **mashq. Uyga topshiriq. Sifat darajalarini aniqlab, namunadagidek yozing.**

Namuna: Ayolning cho'zinchoqroq yuzida hadik paydo bo'ldi.

*-Cho'zinchoqroq* (qiyosiy daraja)

1. Baykal - dunyodagi eng chuqur ko'l. 2. Usti yaltiroq, ichi qaltiroq. (Maqol) 3. Hayotda halol, to'g'ri so'z bo'lish kerak. (Rauf Tolib) 4. Qo'rqoq oldin musht ko'taradi. (Maqol) 5. Oyning ipak nurlari dalalarga quyilgay. (Habib Rahmat)

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **SON**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

**72-dars. SON**

* + - 1. topshiriq. O'nlik va yuzlik miqdor bildiruvchi so'zlarni aniqlang va ular ishtirokida to'rtta gap tuzing. O'nlik va yuzlik ma'nolarini bildiruvchi so'zlarning qanday so'roqlarga javob bo'layotganini aniqlang.
      2. topshiriq. O'nlik miqdorni bildiruvchi so'zlarga -nchi (-inchi) qo'shimchalarini qo'shing. Qo'shimcha qo'shilgandan so'ng ma'noda qanday o'zgarish bo'lganini ayting.

**Qancha?, necha?, nechanchi? so'roqlariga javob bo'lib, narsalarning son-sanog'i va tartibini bildirgan so'zlarga****son deyiladi.**

**Sonlar ikkiga bo'linadi: 1) miqdor sonlar, 2) tartib sonlar. I Qancha?, necha? so'roqlariga javob bo'lgan sonlar miqdor sonlar, nechanchi? so'rog'iga javob bo'lgan sonlar tartib ! sonlar hisoblanadi.**

**253-mashq. Topishmoqning javobini toping. Awal miqdor sonlarni, so'ng tartib sonlarni ko'chiring.**

To'rtsan, Dilshod, Lola-besh, Dildor-olti, yetti-Esh. Sakkizinchi sen, Gulqiz, Ahmadullo-chi - to'qqiz. Iya, o'n yo'q-ku, qarang! Topmas Sobir, bosh-garang. O'rtoqlari kulishar: -Boshqa sana, - deyishar. Yordam bering siz endi, Chiqmagan o'n kim edi!

(«Durdona»)

**254-mashq. Uch, besh, yetti, o'n sonlarini awal miqdor son, keyin tartib son shaklida qo'llab, ular ishtirokida gaplar tuzing.**

**Kir5 Son gapda otga bog'lansa, aniqlovchi, fe'Iga bog'lansa hoi, gapning oxirida kelsa kesim vazifasini bajaradi. Masalan: Sinfimizda yigirma besh o'quvchi bor. U olmadan beshta oldi. O'nning yarmi-besh.**

**255-mashq. Gaplarni ko'chiring. Sonlarning gapdagi vazifasini aniqlab, tagiga chizing.**

1. Bir otasi, bir onasi, necha yuz ming bolasi. (Topishmoq) 2.Mening kitoblarim hammasi bo'lib yettita. 3. Opam bizga uzgan olmalaridan to'rttadan berdi. 4. Bir daraxtda o'n ikki shox, har shoxida o'ttiz yaproq, yaprog'ining bir yog'i qora, bir yog'i oq. (Topishmoq)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Son deb qanday so'zlarga aytiladi?

2. Miqdor va tartib sonlarga misollar keltiring va ularning o'zaro farqini ayting.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

* + - * 1. **niashq. Uyga topshiriq. «Bizning sinfimiz» mavzusida matn tuzing. Unda miqdor va tartib sonlar ishtirok etsin.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **SONLARNING YOZIL1SH1**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Son deb qanday so'zlarga aytiladi?

2. Miqdor va tartib sonlarga misollar keltiring va ularning o'zaro farqini ayting.

**III. YANGI MAVZU BAYONI.**

**73-dars. SONLARNING YOZIL1SH1**

topshiriq. Beshinchi sinf, yigirmanchi dekabr, ikkinchi qavat ***birik­malaridagi sonlarni raqam bilan yozib, ko'chiring.***

topshiriq. Besh va olti so'zlariga -ov yoki -ala qo'shimchalaridan birini

qo'shib ko'chiring. Qaysi so'zning o'zagida o'zgarish yuz beryapti?

**Ikki, olti, yetti sonlariga jamlikni bildiruvchi -ov, -ala qo'shimchalari qo'shilganda, o'zak oxiridagi i unlisi tushib qoladi: Ikkala, oltov, yettov.**

**Tartib sonlar raqam bilan yozilganda -nchi, -inchi qo'shimchalari o'rniga chiziqcha qo'yiladi: 2002-yil, 22- dekabr, 5-sinf, 3-qavat.**

**Tartib sonlar rim raqamlari bilan yozilganda bu qo'shim- chalar o'rniga chiziqcha qo'yilmaydi: IX sinf, XXI asr. { Bir so'ziga-to qo'shimchasi qo'shilsa, bitta deb aytiladi va yoziladi.**

* + - * 1. **mashq. Tartib sonlarni toping, ularni raqamlar bilan yozing.**

1. Birinchi iyun-Xalqaro bolalarni himoya qilish kuni. 2. Alisher Navoiy bir ming to'rt yuz qirq birinchi yil to'qqizinchi fevralda Hirot shahrida tug'ildi. 3. Chol bilan kampir uch nafar qizlari bilan yashar ekanlar. (Ertakdan)

**\*258-mashq. Tez aytishni aytib ko'ring. O'zingiz ham sonlar ishtirok etgan tez aytishlarni topib, o'rtoqlaringiz bilan musobaqa o'ynang.**

Tyan-shan tog'ining tagida Toshtemir tog'aning traktori to'qson tonna temirni tortolmay tirillab turibdi.

**V.MUSTAHKAMLASH**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**259-mashq. Uyga topshiriq. Sonlarga qavs ichidagi qo'shimchalarni qo'shib ko'chiring. Tartib sonlarni raqamlar bilan yozing.**

1. Zulfiqorovning xotini bir (ta) qiyiqchada uch-to'rt (ta) anor olib keldi. (Abdulla Qahhor) 2, Pahlavonning ikki (nchi) kun madori qolmadi. (Navoiy) 3. Hilola qirq (inchi) uy, yigirma (nchi) xonadonda yashaydi. 4. Ota-onasining ikki (ala)si, yoxud bir (ta)si keksayib qolganda ularni rozi qilmagan kishi ikki dunyoda xor bo'ladi. (Hadis)

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **OLMOSH**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**III. YANGI MAVZU BAYONI.**

**74-dars. OLMOSH**

Topshiriq. Quyida berilgan gapda u so'zi qaysi so'z o'rnida almashinib kelayotganini ayting.

Uyga qaytayotganimizda u mendan xafa bo'ldi. (N. Fozilov)

**Ot, sifat, son va boshqa so'zlar o'rnida qo'llanib, ularga ishora qiluvchi so'zlar olmosh hisoblanadi.**

**dP Olmoshlar qaysi so'z o'rnida qo'llansa, o'sha so'zning so'rog'iga javob bo'ladi.**

**\*260-mashq. Gaplardan awal ot, keyin sifat, so'ng son o'rnida qo'llangan olmoshlarni aniqlang.**

1. U o'ymakor eshikni qiya. ochib ichkari kirdi. (X. Sultonov)

1. O'rtog'ing yugurishda birinchi ekan, sen-chi, nechanchi o'rindasan?
2. Cholning chapdast, chaqqon o'g'li bor ekan, mening ham shunday farzandim bo'lsa edi. (Ertakdan) 4. Men ham shunday o'ydaman, fikr-u yodim undadir, gar o'zim har joydaman. (Yo'ldosh Sulaymon) 5. Bu ish uchun senga qancha vaqt kerak?

**261-ntashq. Nuqtalar o'rniga oldingi gap mazmunidan kelib chiqib, mos keladigan olmoshlarni qo'ying. Bu olmoshlar qaysi so'z turkumi o'rnida qo'llanganini aniqlang.**

Namuna: Uning beshta kitobi bor. Yana... bo'lsa o'nta bo'ladi.

Uning beshta kitobi bor. Yana shuncha bo'lsa o'nta bo'ladi.

l.Men, Bahodir, Elbek, Hilola bog'ga bordik. ... u yerdan kech qaytdik. 2. Uning ko'ylagi yashil ekan. ... rang menga ham yoqadi. 3.Ziyoda bilan «Durdona» -yaqin dugona. ... - beshinchi sinf o'quvchilari.

**262-mashq. Berilgan so'roq olmoshlarini boshqa so'zlarga almashtiring va ular ishtirokida gaplar tuzing. So'z turkumini aniqlang.**

*Namuna:* Kim? - Tikuvchi. Opam atelyeda tikuvchi bo'lib ishlaydi.

Kim?, qanday?, nechanchi?, nima?, nechta?, qancha?, qaysi? ^

**Men, sen kishilik olmoshlariga qaratqich va tushum kelishigi qo'shimchalari hamda -niki qo'shimchasi qo'shilsa, bir n undoshi tushib qoladi: Men+ning-mening, sen+niki- seniki.**

**U, bu, shu, o'sha olmoshlariga jo'nalish, o'rin-payt, chiqish kelishigi qo'shimchalari hamda -ga, -dek, -day qo'shimchalari qo'shilsa, n undoshi orttiriladi: unga, shunda, bunda, shunday.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Qancha, necha, o'shancha olmoshlari qanday so'zlar o'rnida qo'llanadi?

2.O'sha, u, men, sen olmoshlari qanday so'zlar o'rnida qo'llanadi?

3.Shunday, o'shanday olmoshlari ishtirokida gap tuzing. Bu olmoshlarning qaysi so'z o'rnida qo'llanayotganini ayting.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**263-mashq. Uyga topshiriq. Gaplarni ko'chiring. Olmoshlarni topib, ularning yozilishini tushuntiring.**

l.Meniki va seniki shu aziz tuproq, ko'z qorachig'iday asraylik o'rtoq! 2. Mening ikki onam bor, ikkisi ham mehribon. (Uyg'un) 3. Shundaylar bo'lmasa agar dunyoda, bunchalar muhtaram bo'lmasdi ayol. (A. Oripov) 4. Otang seni ko'rmadi, chog'i. 5. Sen qancha kitob olgan bo'lsang, men ham o'shancha miqdorda olib keldim.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: MUSTAHKAMLASH DARSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qancha, necha, o'shancha olmoshlari qanday so'zlar o'rnida qo'llanadi?

2.O'sha, u, men, sen olmoshlari qanday so'zlar o'rnida qo'llanadi?

3.Shunday, o'shanday olmoshlari ishtirokida gap tuzing. Bu olmoshlarning qaysi so'z o'rnida qo'llanayotganini ayting.

**III. YANGI MAVZU BAYONI.**

75-d a r s. MUSTAHKAMLASH DARSI

1-topshiriq. T. Adashboyev ijodidan keltirilgan she'rlarni o'qing. She'rlardagi ot, sifat, son, olmoshga oid so'zlarni topib, daftaringizga guruhlab ko'chiring.

OQ SHAFTOLI

Bog' ko'chada O'ta shirin,

Oq shaftoli. Xushbo'y edi.

Ellik uchta Yettovini

Toq shaftoli. Norboy yedi.

Sobir uni O'n to'rttasin

Qoqdi kecha, Bog'bon oldi!

Solijonga Xo'sh, chelakda

Tegdi beshta. Nechta qoldi?

BOBO, QANCHA YOSHINGIZ?

-Bobo, kenja nabirangiz Necha yoshga chiqdi hozir? Kenjam Nazir,

Men qanchaga chiqqan bo'lsam, Shuncha oylik bo'ldi, bo'tam. -Siz qanchaga chiqdingiz?- Qaytib-qaytib so'rar Javlon.

* Yetmish sakkiz yoshga chiqdik, Nabiramiz ikkovlon.

-Voy, qizig'-a, xo'sh qanday?

* Mening yoshim unikiga qo'shganda... Kim topadi Ro'zmat bobo

Qancha yoshga to'lganligin? Nabirasi Nazir esa Necha oylik bo'lganligin?

\*2-topshiriq. Matematik qobiliyatingizni sinab, she'rlardagi masalani yeching. Miqdor sonlarni tartib sonlarga aylantirib, ular ishtirokida og'zaki gaplar tuzing. 3-topshiriq. Berilgan qoliplar asosida gaplar tuzing.

Namuna: Ega (ot) + aniqlovchi (sifat) + to'ldiruvchi (ot) + kesim (fe'l). - Bolalar qiziqarli hikoyani o'qidilar.

Aniqlovchi (sifat) + ega (ot)+ hol(ot) + kesim (fe'l). Ega (ot)+aniqlovchi (sifat) + to'ldiruvchi (ot) + kesim (fe'l). Ega (ot)+ to'ldiruvchi (olmosh) + hoi (sifat) + kesim (fe'l). Aniqlovchi (olmosh) + ega (ot) + kesim (sifat). Ega (olmosh) + aniqlovchi (sifat)+hoi (ot) + kesim (fe'l). Aniqlovchi (olmosh) + ega (ot)+kesim (olmosh).

4-topshiriq. So'z turkumlari bo'yicha olgan bilimlaringiz asosida jadvalni to'ldiring.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| So'z turkumlari | Ot | Sifat | Son | Olmosh |
| So'roqlari |  |  |  |  |
| Nimani bildiradi |  |  |  |  |
| Gapdagivazifasi |  |  |  |  |

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **FE'L**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**III. YANGI MAVZU BAYONI.**

**78-dars. FE'L**

* 1. topshiriq. Ishladim, o'qidim, uxladim, o'yladim so'zlarini harakat va holat ma'nolarini bildirishiga ko'ra ikki guruhga ajrating.
  2. topshiriq. Quyida berilgan so'zlar nimasi bilan farq qilishini ayting.

o 'qidim o 'qiyapman o 'qiyman.

**Nima qilmoq?, nima bo'lmoq? so'roqlariga javob bo'lib, harakat-holatni bildiruvchi so'zlarga fe'l deyiladi.**

**Fe'llar zamon, shaxs-son, bo'lishli-bo'lishsizlik ma'nolari va bu ma'nolarni ifodalovchi qo'shimchalarga ega bo'ladi. Masalan: yozmadim so'zida -ma qo'shimchasi (bo'lishsizlik), -di qo'shimchasi (zamon), -m qo'shimchasi esa shaxs-son ma'nolarini bildiradi.**

**264-mashq. Gaplarni daftaringizga ko'chirib yozing va fe'llarga izoh bering.**

Suvni iflos qilmang. Uning har bir tomchisi aziz. Suv shahar va qishloqlarga, bog'-rog'larga, dalalarga obihayot eltadi, jon bag'ishlaydi. Usiz hayotning bo'lishi mumkin emas.

Afsuski, ayrim odamlar chiqindilarni suvga tashlashadi. Bu eng og'ir gunoh sanaladi.

Aziz bolalar! Siz aslo bunday qilmang. Suvni hamisha aziz tuting.

* + 1. **mashq. Hikoyatni o'qing. Fe'Ilarni topib, ularni izohlang. Donishmandning gaplari bo'yicha bahslashing.**

Bir odam maslahat so'rab donishmandning huzuriga boribdi.

-Ey ulug' zot,-debdi u.-Mening farzandlarim ko'p. Nima qilsam, ulardan mehr-oqibat, e'tibor ko'raman.

Donishmand o'ylab turib javob beribdi:

-Mehr ko'ray desang, farzandlaring qalbiga mehrigiyo urug'ini soch.

(Rivoyat)

* + 1. **Vhashq. Nuqtalar o'rniga gapning mazmunidan kelib chiqib, kerakli fe'llarni qo'ying.**

Maktab o'quvchisi qanday bo'lishi lozimligini ... U bilimga chanqoq, odobli, tarbiyali ... O'zidan kattalarni ko'rganda birinchi bo'lib salom ...

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Fe'l deganda qanday so'z turkumini tushunasiz?

2. Fe'l qanday so'roqlarga javob bo'ladi?

3. Harakat va holat bildiruvchi fe'llarga misollar keltiring.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

* + 1. **mashq. Uyga topshiriq. Hikoya tuzing. Unda ishlatilgan fe'llarga diqqat qiling.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **FE'L ZAMONLARI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Fe'l deganda qanday so'z turkumini tushunasiz?

2. Fe'l qanday so'roqlarga javob bo'ladi?

3. Harakat va holat bildiruvchi fe'llarga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

**79-dars.FE'L ZAMONLARI**

1-topshiriq. O'qidim, o'qiyapman, o'qiyman so'zlarining umumiy va farqli qismlarini ajrating. O'qi o'zagiga qo'shilayotgan qo'shimchalarning qanday ma'no bildirayotganini ayting.

**Fe'ldan anglashilgan harakat-holatning nutq so'zlanib turgan paytga munosabati fe'l zamonlari, shunday ma'noni ifodalovchi qo'shimchalar esa zamon qo'shimchalari deyiladi.**

**Fe'llarda uchta zamon bor: 1) o'tgan zamon; 2) hozirgi I zamon; 3) kelasi zamon. Bu uch xil ma'no maxsus qo'shimchalar yordamida ifodalanadi va ular zamon ! ! qo'shimchalari hisoblanadi.**

**268-mashq. Ko'chiring. Fe'llarni topib, ularning zamonini aniqlang.**

AMIR TEMUR DAHOSI

Aytishlaricha, Temur bobomiz bir so'zli, qattiqqo'l podshoh bo'lgan. Butun umri davomida «Kuch adolatdadir» degan shiorni ilgari surdi. Ulkan qasrlar, bog'lar barpo qildi. Odamlarga faqat yaxshilik qilishni o'yladi.

Bugun Amir Temurning an'analari davom etmoqda. Yurtimizda biri- biridan go'zal binolar qurilmoqda, odamlarimizda mehr-oqibat kuchayib bormoqda. Bir so'z bilan aytganimizda, O'zbekiston Amir Temur orzu qilgan yurtga aylanib bormoqda.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 10 11 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |

**\*269-mashq.<-Boshqotirmani yechsangiz, o'zbek xalq maqollaridan birini topasiz. Gapdagi fe'l zamonini aniqlang.**

1.1,2,3- bildi so'zining buyruq shakli.

2.4,5 - imkon so'zining birinchi bo'g'ini.

3.6,1,%,9-saodat so'zining sinonimi.

4.10,11,12 - so'zlovchi tomon yurishni bildiruvchi buyruq fe'li.

5.13,14,15-o'tir so'zining ikkinchi bo'g'ini.

6.16-alifbodagi birinchi harf.

7.18,19-o'tgan zamon qo'shimchasi.

**270-mashq. Uch guruhga bo'lining. Bilmoq, uchmoq, o'rganmoq, ekmoq, ketmoq fe'Ilarini 1-guruh o'tgan zamonda, 2-guruh hozirgi zamonda, 3-guruh kelasi zamonda qo'llab gaplar tuzsin.**Savol va topshiriqlar

**V.MUSTAHKAMLASH**

1. Fe'l zamonlari deganda nimani tushunasiz?

2.Fe'llarning nechta zamonini bilasiz?

3.Qanday qo'shimchalarga zamon qo'shimchalari deyiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**271-mashq. Uyga topshiriq. Eng yaxshi ko'rgan adabiy qahramo- ningizga maktub yozing. Maktubda foydalanilgan fe'llarning zamonini ayting.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **O'TGAN ZAMON**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Fe'l zamonlari deganda nimani tushunasiz?

2.Fe'llarning nechta zamonini bilasiz?

3.Qanday qo'shimchalarga zamon qo'shimchalari deyiladi?

**III. YANGI MAVZU BAYONI.**

**80-dars. O'TGAN ZAMON**

topshiriq. Yoz fe'liga-</i, -gan, -gan edi, -gan ekan qo'shimchalarini qo'shing. Ular qaysi zamonni ifodalayotganini ayting.

topshiriq. Ko'r fe'liga -di va -ibdi qo'shimchalarini qo'shing. Ularning qaysi zamonni ifodalashini bayon qiling.

**-di, -ibdi (fe'l unli bilan tugasa -bdi), -gan edi, -gan ekan qo'shimchalari bilan kelib, ish-harakat va holatning nutq jarayonidan oldin bo'lganini yoki bo'lmaganini bildirgan i fe'llarga o'tgan zamon fe'llari deyiladi.**

**O'tgan zamon fe'llari uchala shaxsda tuslanadi. Masalan: bor dim hording bordi**

bordik bordingiz bordi (-lor)

**mashq. O'tgan zamon fe'llarini hosil qiluvchi qo'shimchalarni topib, ularga izoh bering.**

Bolg'achalarning tiqillashi bir soatcha davom etdi. Gulliver boshini burib, yoniga qaray degan edi, chilvir va qoziqlar imkon bermadi. U boshining yonida hozirgina yasalgan taxta minbarchanigina ko'rdi.

Bir necha odamcha shu minbarga zinapoya yasabdi.

(Jonatan Svift)

**mashq. Ko'chiring. O'tgan zamon fe'llariga izoh bering.**

Ota-onasi Ibn Sinoni maktabga berishdi. Lekin u maktabdao'qitiladigan kitoblarni allaqachon o'qib, ularni uqib olgan edi, shuning uchun u maktabga bormay qo'yibdi. Ota-onasi shaharda o'qisin, deb Buxoroga ko'chib kelishibdi... Ibn Sino bora-bora zo'r tabib bo'lib ketibdi. (Rivoyatdan)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. O'tgan zamon fe'li deganda qanday fe'llarni tushunasiz?

2. O'tgan zamon qo'shimchalari haqida gapiring.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**274-mashq. Uyga topshiriq. Boshqotirmaga yashiringan o'tgan zamon fe'llarini toping va ular ishtirokida gaplar tuzing.**

1. Olmalarni ... 2. Ko'ylagining tugmasini ... 3. Tashqariga ... 4. Sochini silliq qilib... 5. Hisobda ...

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: HOZIRGI ZAMON

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. O'tgan zamon fe'li deganda qanday fe'llarni tushunasiz?

2. O'tgan zamon qo'shimchalari haqida gapiring.

**III. YANGI MAVZU BAYONI.**

81-dars. HOZIRGI ZAMON

Topshiriq. Kel o'zagiga -moqda, -yotir, -yapti qo'shimchalarini qo'shing. Bu qo'shimchalarning qanday zamonni ifodalayotganini ayting.

**-yapti, -yotir, -moqda qo'shimchalari bilan kelib, ish- harakat va holatning nutq jarayonida yuz berayotgani yoki bermayotganini bildirgan fe'llarga hozirgi zamon fe'llari deyiladi.**

**275-mashq. Yashnamoq, ko'karmoq, guUamoq fe'llaridan hozirgi zamon shakllarini hosil qiling va ular ishtirokida gaplar tuzib, daftaringizga yoidng.**

Tayanch so'zlar: bino, buldozer, kran, asfalt, yo'l, shag'al,daraxt, ko'cha, qurmoq, ko'tarmoq, surmoq, tekislamoq, ishchi, quruvchi

**mashq. Kerakli fe'llarni nuqtalar o'rniga qo'yib, ko'chiring. Hozirgi zamon fe'llarining hosil bo'lishini tushuntiring.**

Tag'in nimalar desam ekan? Ha, «Buvim kasal bo'lib qoldilar, Sizni ko'p o'ylab, tashvish qilyaptilar!» deyman. Buni ham yozdim. Endi-chi? Ha, «Ona tilidan bohoimni «besh»ga chiqaiyapman, yozuvim tuzalyapti, mana ko'ring»,- deyman. Xursand bo'ladi. Yozdim. Hammasi bo'lib yarim betcha bo'ldi. U yog'ini nima bilan to'ldiraman? Varaq-varaq xat yozganlar gapni qayoqdan toparkin-a? (Hakim Nazir)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Hozirgi zamon fe'li deb qanday fe'llarga aytiladi?

2. Hozirgi zamon fe'li qanday qo'shimchalar bilan keladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

mashq. Uyga topshiriq. Onangizga uy ishlarida qanday yordam berishingiz haqida hikoya tuzing. Unda hozirgi zamon fe'Ilaridan foydalaning.…**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **KELASI ZAMON**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Hozirgi zamon fe'li deb qanday fe'llarga aytiladi?

2. Hozirgi zamon fe'li qanday qo'shimchalar bilan keladi?

**III. YANGI MAVZU BAYONI.**

**82-dars. KELASI ZAMON**

Topshiriq. Kel o'zagiga -adi, -ajak, -tnoqchi, -ar qo'shimchalarini qo'shing. Ularning qaysisi nutqimizda ko'proq ishlatiladi?

**-adi, -ur, -tyak, -moqchi qo'shimchalari bilan kelib, ish- harakat va holatning nutq jarayonidan keyin yuz berishi yoki bermasligini bildirgan fe'llarga kelasi zamon fe'llari deyiladi.**

**mashq. O'qing, kelasi zamon fe'llarini topib, izohlang.**

1. Ishlagan tishlar, ishlamagan kishnar. 2. Biz yurtimizni bog'-u bo'stonga aylantirmoqchimiz. 3. Hali shunday kunlar kelajak. O'zbek xalqining ichidan yana Beruniy, Farg'oniy, Xorazmiy, Navoiy singari allomalar yetishib chiqajak. 4. Kelajakda ilm-fan sirlarini o'rganib katta olim bo'lmoqchiman.

**niashq. Matnni o'qing. Fe'llarga kelasi zamon qo'shlmehalaridan mosini qo'yib, ko'chiring.**

* Bir kosa ayroningiz bormi, opa? Men ket {-moqchi, -ar, -ajak,

-adi) man hozir.

* Eshikdan kirmasdan turib qayoqqa qoch (-adi, -ar, -ajak, -moqchi) san, bolam?

-Hozir Toshkentdan televizorchilar, shoirlar, muxbirlar kelish (-ar, -ajak, -adi, -moqchi). Bizni suratga olish (-ajak, -moqchi, -adi, -ar)! - dedi Lochin bolalarcha g'urur bilan.

(O. Yoqubov)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Kelasi zamon fe'li deb qanday fe'llarga aytiladi?

2. Qanday qo'shimchalar kelasi zamon fe'llarini hosil qiladi?

3. Kelasi zamon qo'shimchalarining faollik darajasini aniqlang.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

* 1. **mashq. Uyga topshiriq. Kelajakda kim bo'lmoqchisiz? Shu haqda kelasi zamon fe'llari ishtirokida hikoyacha tuzing.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: SHAXS-SON QO'SHIMCHALARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Kelasi zamon fe'li deb qanday fe'llarga aytiladi?

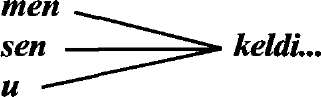
2. Qanday qo'shimchalar kelasi zamon fe'llarini hosil qiladi?

3. Kelasi zamon qo'shimchalarining faollik darajasini aniqlang.

**III. YANGI MAVZU BAYONI.**

83-dars. SHAXS-SON QO'SHIMCHALARI

Topshiriq. Nuqtalar o'rniga tegishli qo'shimchalarni qo'yib ko'chiring.



**Fe'ldan anglashilgan ish-harakat va holatning so'zlovchi, tinglovchi yoki o'zgaga tegishli ekanligini bildiruvchi qo'shimchalarga shaxs-son qo'shimchalari deyiladi.**

**So'zlovchi 1-shaxs, tinglovchi 2-shaxs, o'zga 3-shaxs hisoblanadi.**

**282}-mashq. Nuqtalar o'rniga shaxs-son qo'shimchalaridan mosini qo'yib, gaplarni o'qing. Ularning ishlatilish o'rinlarini tushuntiring.**

1. Yer haydasa... kuz hay da, kuz haydamasa..., yuz hay da. (Maqol) 2. Atirgul shunday chiroyli ediki, Oqiljon qarab to'ymas ... (Farhod Musajon) 3. Men ham o'zimni kulgidan to'xtata olmadi... (N. Fozilov) 4. O'zingni er bilsa..., o'zgani sher bil. (Maqol)

**283-mashq. Uch guruhga bo'lining. Har bir guruhdan navbat bilan bittadan vakil o'rtaga chiqsin. 1-o'quvchi aytgan gapni ikkinchi o'quvchi 2-shaxsda, uchinchi o'quvchi 3-shaxsda tuslashga harakat qilsin.**

Namuna: 1-o'quvchi 2-o'quvchi 3-o'quvchi

tayyorman tayyorsan tayyor

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Shaxs-son qo'shimchalari deb qanday qo'shimchalarga aytiladi?

2. (i)m, -(i)ng qo'shimchalari bilan -man, -san qo'shimchalarining ishlatilishiga misollar keltiring. Ularning qanday fe'llarga qo'shilishini ayting.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**284-mashq. Uyda kitobning ahamiyati haqida matn tuzing, unda ishlatilgan fe'llarning shaxs-sonini aniqlab, gapirib bering.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **RAVISH**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Shaxs-son qo'shimchalari deb qanday qo'shimchalarga aytiladi?

2. (i)m, -(i)ng qo'shimchalari bilan -man, -san qo'shimchalarining ishlatilishiga misollar keltiring. Ularning qanday fe'llarga qo'shilishini ayting.

**III. YANGI MAVZU BAYONI.**

**84-dars. RAVISH**

* + 1. topshiriq. To'satdan, qo'qqisdan, ancha so'zlari ishtirok etgan gaplar tuzing. Ularning qanday ma'no ifodalayotganini ayting.
    2. topshiriq. Awal, keyin so'zlari ishtirokida gap tuzing. Bu so'zlarning qanday so'roqqa javob bo'layotganini ayting.

**Qanday?, qancha? qachon? singari so'roqlarga javob bo'lib, harakatning holati, daraja-miqdorini bildirgan so'zlar ravish sanaladi.**

**Ravish, asosan, fe'lga bog'lanadi va gapda ko'proq hoi vazifasida keladi.**

**285-mashq. Gaplarni daftaringizga ko'chirib yozing. So'ng ravishlarni topib, ularga izoh bering.**

1. Yurtimizni obod qilish uchun astoydil harakat qilmoqdamiz. 2. Tez-tez kitob o'qib turilsa, fikr ravshanlashadi. 3. Qayerda ahillik bo'lsa, o'sha yerga qayg'u yaqin kelolmas.

**286-mashq. O'yinimiz «Qanday?, qachon?, qancha?» deb nomlanadi. Bir o'quvchi istalgan fe'lni misol qilib keltiradi. Masalan: keldi. Qolgan o'quvchilar shu fe'l orqali ifodalangan ish-harakatning belgilarini topishga urinib ko'radilar: To 'satdan keldi, qo 'qqisdan keldi.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Ravish deb qanday so'z turkumiga aytiladi?

2. Ravish bilan sifatning o'xshash va farqli tomonlarini ayting.

3. Ravishlarning qanday turlari bor?

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**287-mashq. Uyga topshiriq. Hikoyatni o'qing. Ravishlarni topib, ular ish-harakatning qanday belgisini bildirayotganini aniqlang.**

Husayn Boyqaro doimo Navoiyning gaplariga quloq solar ekan. Bir kuni ertalab podshoh saroyga kirib kelayotib, Navoiyga qarabdi- da, ko'rsatkich barmog'i bilan boshini ko'rsatibdi. Shunda Navoiy tilini chiqarib qo'yibdi. Boyqaro ma'qullagannamo boshini qimirlatibdi. Bu voqeani zimdan kuzatib turgan Navoiyning shogirdlari bu imo-ishoraning sababini so'rabdilar. Navoiy shunday deb javob beribdi.

-Hukmdor boshga doim baloni nima keltiradi?-deb so'ragan edi, men darhol «til!» deb javob berdim.

(«Hikmatlar xazinasi»dan)

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **MUSTAHKAMLASH DARSI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Ravish deb qanday so'z turkumiga aytiladi?

2. Ravish bilan sifatning o'xshash va farqli tomonlarini ayting.

3. Ravishlarning qanday turlari bor?

**III. YANGI MAVZU BAYONI.**

**85-dars. MUSTAHKAMLASH DARSI**

Savol va topshiriqlar

1. Fe'lning nechta zamoni bor?

2. O'tgan zamon fe'llari qanday hosil qilinadi?

3.Hozirgi zamon fe'llari-chi?

4.Kelasi zamon fe'llariga misollar ayting.

5.Shaxs-son qo'shimchalari haqida gapiring.

6.Ravish deb nimaga aytiladi?

1-topshiriq. Daftaringizga fe'lga bittadan misol yozing. Masalan: o'qimoq.

2-topshiriq. Shu fe'lni uch zamonda tuslab, ular ishtirokida 3 ta gap yozing.

«Shum bola» qissasini o'qidim.

Hozirgi «0'zbek xalq ertaklari»ni o'qiyapman.

Kelajakda yana ko'p badiiy asarlarni o'qimoqchiman.

3-topshiriq. Misol uchun olingan fe'lni 3 ta shaxsda tuslang.

1. ***shaxs*** o'qidim o'qidik
2. ***shaxs*** o'qiding o'qidingiz
3. ***shaxs*** o'qidi o'qidilar
4. topshiriq. Fe'ldan anglashilgan ish-harakatning bajarilish paytini, sababini, holatini, daraja-miqdorini bildiruvchi so'zlarni toping.

***(holat)*** sekin ***(payt)*** hali

***(sabab)*** ataylab o'qidim

(miqdor) ko'p

4-topshiriq. Bir-biringiz bilan turli mavzularda suhbatlar uyushtiring. Unda daftaringizga yozilgan fe'llardan foydalaning.

|  |  |  |  |
| --- | --- | --- | --- |
| Fe'l shakllari Bo'lishli- bo'lishsizlik | Turlari | Qo'shimchalari | Misollar |
| bo'lishli |  |  |
| bo'lishsiz |  |  |
| Fe'l zamonlari | o'tgan zamon |  |  |
| hozirgi zamon |  |  |
| kelasi zamon |  |  |
| Shaxs-son | Ishaxs |  |  |
| II shaxs |  |  |
| III shaxs |  |  |

5-topshiriq. Uyga topshiriq. Fe'l so'z turkumi bo'yicha o'rganganlaringizni quyidagi jadvalda aks ettiring.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **YORDAMCHI SO'ZLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

**YORDAMCHI SO'ZLAR**

1-topshiriq. Berilgan gapdagi so'roqqa javob bo'lmaydigan so'zni ajrating.

Bobur Mirzo she'rlaridan rang va ohang olgan tilim. ***(T. Adashboyev)***

**Biror so'roqqa javob bo'lmay, gap yoki gap bo'laklarini bir-biriga bog'lash uchun xizmat qiladigan so'zlarga yordamchi so'zlar deyiladi.**

**Bog'lovchi, ko'makchi va yuklamalar yordamchi so'zlardir.**

* 1. **mashq. So'zlarni o'rni-o'rniga qo'yib, gaplar tuzing. Ularni mustaqil va yordamchi so'zlarga ajrating.**

l.Dadam, dehqonchilik, shug'ullanadi, bilan, mening. 2.Bug'doy, sholi, paxta, va, ekadi, u. 3. E'zozlang, u, chunki, yerni, boqadi, bizni.

* 1. **mashq. Nuqtalar o'rniga yordamchi so'zlardan mosini qo'yib, gap­larni ko'chiring. Yordamchi so'zlarning gapdagi o'rnini tushuntirib bering.**

Vatan tuyg'usi, Vatan tushunchasi biz... sajdagohday muqaddas, sajdagohday pok... ulug' bo'lmog'i kerak. Jahon keng, dunyoda mamlakat ko'p, ... bu olamda O'zbekistonimiz yakka-yu yagona.

**290-mashq. Haqida, va, orqali, shuning uchun, chunki yordamchi so'zlari ishtirokida gaplar tuzing. Ularning gapdagi vazifasini izohlang.**

**V.MUSTAHKAMLASH**

1. Qanday so'zlar yordamchi so'zlar sanaladi?

2. Yordamchi so'zlarning qanday turlari bor?

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**291-mashq. Uyga topshiriq. Quyidagi sxema asosida gaplar yozib keling.**

* + 1. . , shuning uchun .
       1. va .
       2. , chunki .
       3. , hamda .
       4. bilan .

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **BOG'LOVCHILAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qanday so'zlar yordamchi so'zlar sanaladi?

2. Yordamchi so'zlarning qanday turlari bor?

**III. YANGI MAVZU BAYONI.**

**89-dars. BOG'LOVCHILAR**

* + - * 1. topshiriq. Ammo, lekin, va so'zlari ishtirok etgan gap tuzing. Bu so'zlarning qanday vazifa bajarayotganini ayting.
        2. topshiriq. Shu sababli, shuning uchun, chunki so'zlarini gap ichida keltiring. Ularning vazifasini tushuntiring.

**Uyushiq bo'laklarni va qo'shma gap tarkibidagi sodda gaplarni bir-biriga bog'lash uchun xizmat qiladigan yordamchi so'zlar bogiovchi sanaladi**

**Bog'lovchi gap bo'lagi vazifasida kelmaydi. i**

**mashq. Gaplar ichida kelayotgan bog'lovchilarni izohlang.**

Quvnoq va sho'x kuylarga, joydir go'zal vatanim. (Po 'lot Mo 'min) Keyin Salima va oyisi mezbonlar bilan xayrlashib uylariga qaytishdi. (Farhod Musajon) O'zi uddaburon, qo'rqmas, biroq o'qishda mazasi yo'qroq ... (N. Fozilov) ... Tanalaridagi ozgina namlik bilan ularga hayot baxsh eta boshlashdi, ammo kunlar o'tgan sari bargchalar kattalashib, ko'proq suv, ko'proq oziq-ovqat so'ray boshlashdi. (X. To 'xtaboyev)

**mashq. Nuqtalar o'rniga bog'lovchilardan mosini qo'yib, gaplarni ko'chiring, ularga tavsif bering.**

1. Tuyaqush ... Qoplon ikkalalari do'st bo'libdilar. Qoplon chin so'zli, do'stga sadoqatli, g'amxo'r ... mehribon bo'lganligi ucun harsillab yetib kelibdi. (Ertakdan) 2. Pochcham ... ammam bu gul, bu hayvonotlarning har bittasini nuridiydalariday parvarish qiladilar. Tushlik nonushtasi uchun suzma bermoqchi edim, bechora qushlar juda ham yovg'onsirab ketdi. (G'afur G'ulom) 3. Buvisi va onasi ketishsa-chi to'ylarga, Uyni poylab o'tirar chiqmay ko'cha-ko'ylarga. (Ilyos Muslim)

**mashq. Ikki guruhga bo'lining. Birinchi guruh va, ammo, lekin, biroq bog'lovchilari yordamida gap tuzsin. Ikkinchi guruh esa gap ichida chunki, shuning uchun, shu sababli bog'lovchilarini qo'llasin. Qaysi guruh adashsa, yutqazgan sanaladi. Gap tuzish galma-gal davom etadi.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Bog'lovchi deb qanday yordamchi so'zlarga aytiladi?

2. Yo, yoki, biroq, dam..., dam yordamchilari ishtirokida gap tuzing. Ularning qanday vazifa bajarayotganini va ma'nolarini ayting.

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**mashq. Uyga topshiriq. «Yolg'onchilikdan saqlaning!» mavzusida gaplar tuzib keling. Unda bog'lovchilardan foydalaning.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **KO'MAKCHILAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Bog'lovchi deb qanday yordamchi so'zlarga aytiladi?

2. Yo, yoki, biroq, dam..., dam yordamchilari ishtirokida gap tuzing. Ularning qanday vazifa bajarayotganini va ma'nolarini ayting.

**III. YANGI MAVZU BAYONI.**

**90-dars. KO'MAKCHILAR**

topshiriq. Uchun, tufayli, kabi so'zlari ishtirok etgan gap tuzing. Bu so'zlarning vazifasi va qanday ma'no ifodalayotganini ayting.

topshiriq. So'ng, bo'ylab, tomon so'zlari yordamida so'z birikmasi tuzing. Bu so'zlarning qanday vazifa bajarayotgani va ma'nosini ayting.

**Otlarning boshqa so'zlarga tobe bog'lanishi uchun xizmat qiladigan yordamchi so'zlarga ko'makchilar deyiladi.**

**Ko'makchilar ko'pincha otlarni fe'Iga bog'lab keladi. Masalan: Shahar tomon ketdi . Daryo bo'ylab yurdi kabi Ba'zan otni ot, sifat va ravishlarga tobelashtirib bog'laydi. Masalan: Ona kabi mehribon. Halimdan ko'ra katta.**

**296-mashq. O'qing, nuqtalar o'rniga ko'makchilardan mosini qo'yib, ko'chiring. Ko'makchilar ma'nosini izohlang.**l.Har holda, menga o'xshagan o'yinqaroqbolalar ... bu yerda ermak topiladi. (G'afur G'ulom) 2. Qaytishda bo'lsa, o'rtog'larim ... chillak o'ynaguncha guzardan muzqaymoq olib chap tarafdan keldim (Hakim Nazir) 3. Bog'da gul chaman-chaman, Men gullarni quchaman. Zavq-la ochib qulochin, sho'x qush ... uchaman. (Po'lat Mo'min) 4. U so'zining ustidan chiqdi, Tesha ... gul ko'chatining tagini yumshatib, kun ora suv quyib turdi. (Farhod Musajon)

**297-mashq. Ko'makchilar o'rniga kelishik qo'shimchalaridan mosini qo'ying. Gap ma'nosida qanday o'zgarish sodir bo'layotganini aniqlang.**

1. Onam (uchun, -ga) salom berdim. 2. Mustaqillik (haqida, -dan) gaplashdik. 3. Maktab (tomon, -ga) qarab jo'nadim. 4. Oynayi jahon (orqali, -dan) eshitdik.

**\*298-mashq. Quyidagi so'z shakllari ishtirokida gaplar tuzing.**

Siz bilan, shahrimiz haqida, daryo bo'ylab, yurtimiz uchun.

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

l.Ko'makchi deb qanday yordamchi so'zlarga aytiladi?

2. Ko'makchilar qanday so'zlarni qanday so'zlarga bog'laydi?

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**299-mashq. Uyga topshiriq. Tushirib qoldirilgan ko'makchilarni o'rniga qo'yib, gaplarni ko'chiring.**

Mustaqillik... xalqimizning turmushi o'zgardi. Hamma Vatan, yurt... o'zining kerakligini anglab yeta boshladi. Istiqlol... gap ketsa, o'z fikrini bemalol ayta oladigan bo'ldi.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **YUKLAMA**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

l.Ko'makchi deb qanday yordamchi so'zlarga aytiladi?

2. Ko'makchilar qanday so'zlarni qanday so'zlarga bog'laydi?

**III. YANGI MAVZU BAYONI.**

**91-dars. YUKLAMA**

topshiriq. Faqat, hatto, xuddi so'zlarini gap ichida keltiring va ularning vazifasi hamda ma'nosini ayting.

topshiriq. -gina (-kina, -qina), -u, (-yu) qo'shimchalarini mustaqil so'zga qo'shib, gap ichida keltiring. Ularning yozilishini tushuntiring.

**(] Ayrin, gap boMagi yo J b»,«„ gapning mazmuniga )**

**qo'shimcha ma'no yuklash uchun xizmat qiluvchi yordamchi**

**so'zlarga yuklama deyiladi.**

**Yuklamalar so'z-yuklamalar va qo'shimcha-yuklamalarga bo'linadi. So'z-yuklamalar o'zi qo'shilayotgan so'zdan doimo ajratib yoziladi. Qo'shimcha-yuklamalar esa o'zi qo'shilayot­gan so'zga qo'shib yoki undan chiziqcha bilan ajratib yoziladi. -mi, -oq (-yoq) yuklamalari o'zi qo'shilayotgan so'z bilan qo'shib yoziladi. Masalan: Keldimi?Senmi? Keliboq, kelsayoq kabi -chi, -u(-yu), -a(-ya) yuklamalari o'zi qo'shilayotgan so'zdan chiziqcha bilan ajratib yoziladi. Masalan: Sen-chi? Ayt-chi? Keldi-yu ketdi Borgin-a?**

**mashq. Matnni o'qib, yuklamalarni va boshqa yordamchi so'zlarni toping. Ularning gapga qanday ma'no berayotganligini aniqlang.**

Bobom g'alatilar-da. Ko'p gapiradigan kishini hech yoqtirmaydilar. O'zlari-yam juda qarib qolganlar. Bug'doyrang, cho'tir yuzlarini ajin bosgan, soqollari oppoq, lekin sira tinchimaydilar, qachon qarama biron ish qilib turadilar... (Said Ravshan).

**mashq. -nti, -chi, -a, -da, hatto, faqat, -gina, -u yuklamalari ishti­rokida gaplar tuzing. Ularni daftaringizga ko'chirib yozing. Yuklamalarning o'rnini almashtirsa bo'ladimi? Shu haqda o'ylab ko'ring.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Qanday yordamchi so'zlarga yuklama deyiladi?

2.Qanday qo'shimcha-yuklamalar qo'shib yoziladi?

3.Qanday qo'shimcha-yuklamalar chiziqcha bilan yoziladi?

**V. O`quvchilarni baholash:**

VI. UYGA VAZIFA:

**mashq. Uyga topshiriq. Nuqtalar o'rniga tegishli yukiamalarni qo'yib, gaplarni ko'chiring.**

1. Agar qarshibo'lmasalaring, menda bir taklif bor,-dedi Jovli. -Ertaga qishloqni bir boshdan titkilab chiqsak...? - Ol...! (N. Norqobulov) 2. Bunisini ko'ring...!-dedi jajji, chamandagul do'ppini dadamga uzatib. (O'. Hoshimov) 3. Ikkisi ham birdan: -Besh...?-deb so'rashdi. -Shunaqaga o'xshaydi...? - dedim men. Oyim peshanamdan o'pdi. (O. Yoqubov)

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **UNDOV VA TAQLID SO'ZLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

**92-dars. UNDOV VA TAQLID SO'ZLAR**

Topshiriq. Biror narsadan lazzatlanish yoki og'riq hislari qanday so'zlar yordamida ifodalanadi? Ular ishtirokida gap tuzing.

**So'zlovchining his-hayajonini, shuningdek, hayvon-par- randalarni biror harakatga undashni ifodalovchi so'zlarga undov so'zlar deyiladi. Inson, hayvon va narsalarning tovush- lariga taqlid ifodalovchi so'zlar taqlid so'zlar hisoblanadi.**

**mashq. O. Qo'chqorbekovning «Xatoimni tuzating» she'rini o'qing. Hayvon va parrandalar tovushiga taqliddan yasalgan fe'llarni taqlid so'zlarga aylantiring.**

Namuna: qag'illadi - qag'-qag'

Qag'illadi mushugim, Xo'roz uchdi, qorong'i

Qarg'acham miyovladi. Tushib, hamma yotganda.

Tom ustida turib jim Eshak kishnab, buqacham

Sichqon mushuk ovladi. Ochiqqandan hangradi.

It qog'illab, tovug'im Toychog'imning ham shunda

Birovga hura ketdi. «Ma-a!» degani yangradi.

Quyonim tug'di tuxum, Yolg'onmi? Agar yurgan

Anhor yugura ketdi. Bo'lsangiz siz kuzatib,

Ko'rshapalak qichqirdi To'g'risini o'zingiz

Yorishib tong otganda, Ayta qoling tuzatib.

**mashq. lira, ey, oh, voy, obbo, hoy undovlari ishtirokida gaplar tuzing, ularning qanday vaziyatlarda aytilishini tushuntirib bering.**

**V.MUSTAHKAMLASH**

1. Qanday so'zlarga undov so'zlar deyiladi?

2.Qanday so'zlarga taqlid so'zlar deyiladi?

3.So'zlovchining his-hayajonini bildiruvchi undovlarga uchta misol keltiring.

4.Hayvonlar va parrandalarni haydash, chaqirish va to'xtaiish uchun qo'llaniladigan so'zlarni ayting.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**mashq. Uyga topshiriq. Uy hayvonlari va qushlarga nisbatan ishlatiladigan undov so'zlar ishtirokida gaplar tuzing.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **MUSTAHKAMLASH DARSI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qanday so'zlarga undov so'zlar deyiladi?

2.Qanday so'zlarga taqlid so'zlar deyiladi?

3.So'zlovchining his-hayajonini bildiruvchi undovlarga uchta misol keltiring.

4.Hayvonlar va parrandalarni haydash, chaqirish va to'xtaiish uchun qo'llaniladigan so'zlarni ayting.

**III. YANGI MAVZU BAYONI.**

**93-dars. MUSTAHKAMLASH DARSI**

Mustahkamlash uchun savollar

1. Mustaqil so'zlar deb nimaga aytiladi?

2. Yordamchi so'zlar deb nimaga aytiladi?

3.Bog'lovchilarga misollar keltiring.

4.Ko'makchilar gapda qanday vazifa bajaradi.

5.Yuklamalar deb nimaga aytiladi?

6.Undov so'zlar deb nimaga aytiladi?

7.Taqlid so'zlarga misollar ayting.

1-topshiriq. Tushirib qoldirilgan yordamchi so'zlarni topib, o'rniga qo'ying. Gapda ular qanday ahamiyatga ega ekanligi haqida so'zlab bering.

1. Ona yurtimiz... halol mehnat qilaylik. 2. Xalqimizning tinchligi... totuvligiga ko'z tegmasin. 3. Xalqimiz kelajakka katta umid... ishonch... qaramoqda. 4. Fidoyilik... qilingan mehnat samarasiz qolmaydi.

2-topshiriq. 1-, 2-, 3-gap tarkibidagi har bir so'zga namunadagi kabi tavsif bering.

ona-mustaqil so'z, ot, shaxs oti, birlikda, bosh kelishikda.

3-topshiriq. 1-topshiriqda berilgan xalq, katta, qaramoqda, samarasiz so'zlari ishtirokida gaplar tuzing. Tuzgan gaplaringizda yuklamalardan foydalaning.

4-topshiriq. Xalq, katta, qaramoqda so'zlarining ma'nodoshlarini toping. Ularni gap ichida qo'llang.

***Misol uchun:*** Mamlakatimiz taraqqiyotning katta (ulkan) yo'liga chiqib oldu

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

5-topshiriq. Uyga topshiriq. Yordamchi so'zlar jadvalini beshtadan misol keltirib to'ldiring.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Bog'lovchi | Ko'makchi | Yuklama | Undov so'zlar | Taqlid so'zlar |
| lekin | uchun | -mi | oh | taq |

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **SO'ZLARNING TUZILISHIGA KO'RA TURLARI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

**94-dars. SO'ZLARNING TUZILISHIGA KO'RA TURLARI**

* + 1. topshiriq. Quyida berilgan so'zlar nechta o'zakdan tashkil topganini aniqlang. lqtisodiyot, kamgap, orzu-niyat.
    2. topshiriq. Markaziy Osiyo, qirqoyoq, tezyurar so'zlarining qanday so'roqqa javob bo'lishini aniqlang.

**So'zlar tuzilishiga ko'ra sodda, qo'shma, juft va takroriy****so'zlarga bo'linadi.**

**306-mashq. Birinchi va ikkinchi qatorlarda berilgan o'zaklarning o'zaro mos keladiganlarini topib, qo'shma, juft va takroriy so'zlar hosil qiling. Ular ishtirokida gaplar tuzing va daftaringizga yozing.**

* + - 1. Jo'ja, bozor, o'pka, sof, qo'y, gul, xola, osh, o'rin, o'q, it, umum, ko'cha.
      2. Xola, qovoq, bosar, xalq, ko'y, xo'roz, o'char, dil, gul, jigar, qo'zi, ilon, uzum.

**\*307-mashq. Sinf taxtasiga yozilgan qora, oq, uch so'zlari ishtirokida uch guruhga bo'linib, qo'shma so'zlar hosil qiling. Besh daqiqa ichida kim eng ko'p qo'shma so'z aytsa, o'sha guruh g'olib bo'ladi.**

Namuna: Qorasuv Oqqo'rg'on uchburchak

**308-mashq. Qo'shma va juft so'zlarni topib, ularni izohlang, qanday o'zaklardan yasalayotganiga e'tibor qiling,**

O'ylab-o'ylab topdim. Sag'bonda bitta ammam bor. Shunikiga boraman... Ammamning eri mo'ynado'z-kosib.

Bola-chaqalari bo'lmaganidan uylari biznikiga o'xshash to's-to'polon emas, yig'inchaqli, innaykeyin, bularning uyi salkam ajoyibxona.

Ularning uyidagi gullarning-ku son-sanog'i yo'q: gulbeor, gulra'no, gulsafsar, gulhamishabahor, qo'qongul, qalampirgul, namozshomgul, sambitgul, atirgul, kartoshkagul, qashqargul - ishqilib sanab tugatib bo'lmaydi. (G 'afur G 'ulom)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. So'zlar tuzilishiga ko'ra qanday turlarga bo'linadi?

2. Sodda so'zlar qanday bo'lishini tushuntiring?

3.Qo'shma so'zlar nechta o'zakdan tashkil topadi?

4.Imlo lug'atidan foydalanib, sodda, qo'shma, juft va takroriy so'zlargaikkitadan misol toping.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

309-mashq. Uyga topshiriq. Berilgan o'zaklardan foydalanib, qo'shma va juft so'zlar hosil qiling.

Yer..., qovun..., kino..., tosh..., go'shtko'k..., og'iz..., qosh..., el..., xush..., oshna...

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **QO'SHMA SO'ZLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. So'zlar tuzilishiga ko'ra qanday turlarga bo'linadi?

2. Sodda so'zlar qanday bo'lishini tushuntiring?

3.Qo'shma so'zlar nechta o'zakdan tashkil topadi?

4.Imlo lug'atidan foydalanib, sodda, qo'shma, juft va takroriy so'zlarga ikkitadan misol toping.

**III. YANGI MAVZU BAYONI.**

**95-dars. QO'SHMA SO'ZLAR**

Topshiriq. Quyidagi so'zlarning so'rog'ini va qanday o'zaklardan tashkil topganini aniqlang.

Beshiktervatar, otquloq, gulbeor, muzyorar, har qachon, ozmuncha,sotib olmoq, temir yo'l, jigarrang, tamom bo'lmoq

**Ikki yoki undan ortiq o'zaklardan tashkil topib, bitta****so'roqqa javob bo'lgan so'zlar qo'shma so'zlar deyiladi.**

* + - * 1. **mashq. O'qing, qaysi so'zlar qo'shib, qaysi so'zlar ajratib yozilayotganiga diqqat qiling.**

Otquloq, yurtboshi, tinchliksevar, xushxat, oshko'k, qo'shtirnoq, oshpichoq, qo'lqop, sadarayhon, Yangiyer.

Har bir, qirq uch, hech kim, hech nima, har vaqt, olib chiq, ta'sir et, borib kelmoq.

* + - * 1. **mashq. Qavslarini ochib, qo'shma so'zlarni qoidaga muvofiq ko'chirib yozing. Ular ishtirokida to'rtta gap tuzing.**

Qimmat (baho), Besh (ariq), hech (nima), erk (sevar), ming (oyoq), xom (tok), sof (dil), kul (rang), ish (yoqmas), laylak (qor), mosh (rang), hech (qachon), har (doim), ko'z (oynak), shirin (so'z), baland (parvoz).

**312-mashq. Sinfda «Kim ko'p topadi?» musobaqasini o'tkazing. Bunday o'yin sinfni uch-to'rt guruhga bo'lib yoki sinfdagi 3-4 o'quvchi o'rtasida o'tkazilishi mumkin. Tomonlar awal qo'shib yoziladigan, keyin ajratib yoziladigan qo'shma so'zlarga misollar topishi kerak. Qaysi guruh yoki o'quvchi ko'p so'z topa olsa, o'yin g'olibi bo'ladi.**

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Qo'shma so'z deb qanday so'zlarga aytiladi?

2.Qo'shma ot va qo'shma sonlarga uchtadan misol keltiring va yozilishini tushuntiring.

3.Qo'shma fe'llar qanday yoziladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**313-mashq.Uygatopshiriq. Qo'shma so'zlar ishtirokida kichik bir matn tuzing.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: QO'SHMA SO'ZLAR IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qo'shma so'z deb qanday so'zlarga aytiladi?

2.Qo'shma ot va qo'shma sonlarga uchtadan misol keltiring va yozilishini tushuntiring.

3.Qo'shma fe'llar qanday yoziladi?

**III. YANGI MAVZU BAYONI.**

96-dars. QO'SHMA SO'ZLAR IMLOSI

Topshiriq. Berilgan so'zlarning so'rog'i va qanday yozilganini aniqlang. Yakkasaroy, beshotar, xabar qildi, O'rta Osiyo, olib keldi.

**Qo'shma fe'l va qo'shma sonlar ajratib yoziladi.**

**Qo'shma so'zlar yozilishiga ko'ra ikki xil bo'ladi: 1) qo'shib ; yoziladigan qo'shma so'zlar; 2) ajratib yoziladigan qo'shma so'zlar. ' Birinchi so'zi bir, har, hech olmoshlari bo'lgan qo'shma : so'zlar, qo'shma sonlar doimo ajratib yoziladi. ,**

**Qolgan barcha qo'shma so'zlar qo'shib yoziladi. Birpas, biryo'la kabi ayrim so'zlar bundan mustasno.**

**mashq. So'zlarni o'qing, ularni imlo qoidalariga mos ravishda qo'shib yoki ajratib yozing.**

Oq||saroy, oq||bilak, erk||sevar, sof]|dil, oli||janob, havo||rang, 0'rta||Osiyo, sher||dil, xush||ovoz, umum||xalq, o'n||ikki, bayon||et, jo'ja||xo'roz.

**\*315-mashq. O'yinimiz «Ikkinchi qismini toping!» deb nomlanadi. Qo'shma so'zlarning ikkinchi qismini topib, ularning qo'shib yoki ajratib yozilishini aytib bering. Ular ishtirokida gaplar tuzing va yozing.**

Tinchlik... jigar... muz...

qo'l... xush... uch...

qirq... G'arbiy... bug'doy...

**mashq. Matnni o'qing. Qo'shma so'zlarning yasalishi va yozilishiga alohida e'tibor bering.**

-Oti nima bu qovuningizning?-qiziqib so'radi jo'ram.

-Bo'rikalla! Bundan bir tilimini yegan kishi mazaxo'rak bo'ladi...

Qovun-tarvuzim pishdimi, xuddi paykalning o'zida savdosi boshlanadi. Mening paykalimda bitgan umriboqiy, shakarpalak, qizilmag'iz, bo'rikalla, ko'kkallapish, doniyoriy, gurvoy, amiri yoki qo'zivoy tarvuzlarimning xaridorlari har qachon yo'lda bo'ladi. (N. Safarov)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Qanday qo'shma so'zlar ajratib yoziladi?

2. Qanday qo'shma so'zlar qo'shib yoziladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**317-mashq. Uyga topshiriq. O'zingiz yashayotgan mahalla (qishloq) va uning atrofida uchrovchi qo'shma so'z shaklidagi joy nomlariga misollar yozing.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **JUFT SO'ZLAR VA ULARNING IMLOSI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qanday qo'shma so'zlar ajratib yoziladi?

2. Qanday qo'shma so'zlar qo'shib yoziladi?

**III. YANGI MAVZU BAYONI.**

**97-dars. JUFT SO'ZLAR VA ULARNING IMLOSI**

Topshiriq. Quyidagi so'zlarning qanday o'zaklardan tashkil topganini aniqlang. Kecha-kunduz, bordi-keldi, qishin-yozin.

**Ma'nosi bir-biriga yaqin yoki qarama-qarshi ma'noli ikki o'zakning qo'shiluvidan tashkil topgan so'zlarga juft so'zlar deyiladi. Juft so'z o'zaklari chiziqcha bilan ajratib yoziladi.**

**Agar juft so'zlar -u, -yu yuklamalari bilan bog'lansa, birinchi so'zdan chiziqcha bilan ajratib yoziladi.**

***Masalan:*** kecha-yu kunduz, past-u baland, osh-u non.

**318-mashq. Nasihatni o'qing va yod oling. Juft so'zlarni topib ko'chiring.**

Ota-onaga munosabatda bo'lishning ba'zi qoidalarini bilib oling. Birinchisi, ularga yurak-yurakdan xizmat qilmoqlikdir. Ikkinchisi, imkoni boricha, ularning hurmatlarini joyiga qo'ying. Uchinchisi, har qanday buyruqlariga gap-so'zsiz itoat qiling. To'rtinchisi, buyruq kutib ularning yuz-ko'zlariga termulib o'tirishni odat qiling. Beshinchisi, ularning roziligisiz safarga chiqmang.

**mashq. Ko'chiring. Juft so'zlarning yozilishiga diqqat qiling.**

Qarittdosh-urug', el-yurt, kecha-yu kunduz, uch-to'rt, bordi-keldi,shiritt-u shakar, erta-indin, katta-kichik, yor-u do'st, baxt-saodat, besh-olti

**mashq. Nuqtalar o'rniga mos so'zlar qo'yib juft so'zlar yasang va ularni ko'chiring.**

Ona... , mayda..., baland... , daftar..., erta..., besh... , qing'ir..., keldi..., u..., ekin...

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Qanday so'zlarga juft so'zlar deyiladi?

2.Juft so'zlar qanday ma'noli o'zaklardan tashkil topadi?

3.Juft so'zlar qanday yoziladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**mashq. Uyga topshiriq. Beshta gap tuzing. Unda juft so'zlar ega, kesim, to'ldiruvchi, aniqlovchi va hoi bo'lib kelsin.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **TAKRORIY SO'ZLAR VA ULARNING IMLOSI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Qanday so'zlarga juft so'zlar deyiladi?

2.Juft so'zlar qanday ma'noli o'zaklardan tashkil topadi?

3.Juft so'zlar qanday yoziladi?

**III. YANGI MAVZU BAYONI.**

**TAKRORIY SO'ZLAR VA ULARNING IMLOSI**

Topshiriq. Quyidagi so'zlar ishtirokida uchta gap tuzing. Ularning ma'nolarini ayting. Katta-katta, uzun-uzun, baland-baland, beshta-beshta, ko'p-ko'p.

**Bir o'zakning ikki marta takrorlanishidan hosil bo'lganso'zlarga takroriy so'zlar deyiladi.**

**mashq. Gaplarni o'qing, takroriy so'zlarni topib, ular orqali ifodalanayotgan ma'noni tushuntirib bering.**

1. Yarim kechada darvozaga o'rnatilgan qo'ng'iroq ustma-ust qattiq-qattiq jiringladi. 2. Zum o'tmay hovlida gurs-gurs tovushlar eshitilib, eshik sharaqlab ochildi-yu, uyga birin-ketin uch kishi kirib keldi. 3. Odamlar Maijontovga murojaat qilib, undan yomonlarning dodini berishni iltijo qilishardi. Hamon ahvol o'sha-o'sha! Hamon yomonlar otda, yaxshilar dog'da! (O. Yoqubov)

**mashq. Quyidagi takroriy so'zlar ishtirokida gaplar tuzing va ularning gapdagi o'rniga diqqat qiling.**

Pir-pir, lip-hp, taq-taq, chars-chars, oz-moz, qand-pand, yugur-yugur.

**mashq. Quyidagi takroriy so'zlarning qaysi so'z turkumiga oidligini aniqlang va ularni guruhiarga bo'lib daftaringizga ko'chiring.**

Dir-dir, duv-duv, omon-omon, shu-shu, mish-mish, sur-sur, hamma- hammaga, sekin-sekin, qop-qop, ayta-ayta, ming-ming.

**V.MUSTAHKAMLASH**

1. Takroriy so'z deb qanday so'zlarga aytiladi?

2. Takroriy so'zlar qanday yoziladi.

3.0'zaklarning aynan takrorlanishi natijasida hosil bo'lgan so'zlarga misollar keltiring.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**mashq. Uyga topshiriq. Takroriy so'zlar ishtirokida beshtadan gap yozib, ularni izohlang.**

Namuna: Kitoblarimni bir-bir qarab chiqdim (son takror ishlatilyapti).

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: MUSTAHKAMLASH DARSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Takroriy so'z deb qanday so'zlarga aytiladi?

2. Takroriy so'zlar qanday yoziladi.

3.0'zaklarning aynan takrorlanishi natijasida hosil bo'lgan so'zlarga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

99-dars. MUSTAHKAMLASH DARSI

1. topshiriq. «Ikkinchi qismini toping!» o'yinini tashkil qiling. Navbat bilan quyida berilgan so'zlarning ikkinchi qismini toping va ular ishtirokida gaplar tuzing.

Uzoq..., onda..., to'y..., kiyim..., qora..., yakka..., dam..., istar... , quva..., achchiq..., o'g'il...

1. topshiriq. Qo'shma, juft, takroriy otlarni topib, ularni izohlang.
2. topshiriq. Bitta so'zni, masalan, qora so'zini asos qilib, qo'shma, juft va takroriy so'z yasay olasizmi? Shu asosida o'yin tashkil qiling.

Namuna: Qorabuloq, oq-qora, qora-qura.

1. topshiriq. Uch guruhga bo'lining. Birinchi guruh ko'kat, ikkinchi guruh gul, uchinchi guruh poliz ekinlari nomiga 10 tadan qo'shma ot yozsin. Qaysi guruh birinchi bo'lib bajarsa, shu guruh g'olib sanaladi. Sinf taxtasiga har bir guruhdan bittadan vakil chiqariladi, qolganlar daftariga yozib boradi.

Namuna: 1-guruh 2-guruh 3-guruh

g'ozpanja gulbeor shakarpalak

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

1. topshiriq. Uyda «Yaxshilik nima?» mavzusida matn tuzing. Unda qo'shma, juft, takroriy so'zlardan foydalaning.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **MUSTAQIL SO'ZLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

**101-dars. MUSTAQIL SO'ZLAR**

**Takrorlash uchun savollar**

1. Mustaqil so'zlar deb nimaga aytiladi?

2. Ot deb nimaga aytiladi?

3.Sifatga ta'rif bering.

4.Son deb nimaga aytiladi?

5.Olmoshlardan qanday maqsadda foydalaniladi?

6.Fe'lning nechta zamoni bor?

7.Ravish deb nimaga aytiladi?

* + 1. **mashq. Gaplarni o'qing. Har bir so'zga savol berib, uning qaysi so'z turkumiga mansubligini aniqlang.**

Xorazm o'zbek ilm-fani, san'ati va madaniyatining eng qadimgi o'choqlaridandir. Bu tuproqdan yetishib chiqqan Xorazmiy, Beruniy, Jaloliddin Manguberdi, Ogahiy kabi allomalarni butun dunyo biladi.

Xivadagi ajoyib qal'alar, muhtasham binolar va ko'kka bo'y cho'zgan minoralar dunyoning boshqa yerida yo'q.

* + 1. **mashq. O'zingiz yod olgan biror she'rdagi so'zlarga egalik, kelishik va shaxs-son qo'shimchalarining qay tarzda qo'shilganini tahlil qiling.**
    2. **mashq. O'yinimiz «So'zdan gapga» deb nomlanadi. O'qituvchi doskaga bir so'zni yozib qo'yadi. O'quvchilar shu so'zga sifat, son, ravish, fe'lni qo'shib, gap holatiga keltiradilar.**

Namuna:

Nima?daraxt/qanday? mevali/nechta? o'nta/qachon? kecha/nima qildik? ekdik

Kecha o'nta mevali daraxt ekdik.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

* + 1. **mashq. Uyga topshiriq. Tarixiy obidalarimiz haqida bilgan- laringizni hikoya tarzida yozing. Unda ishlatilgan so'zlarni izohlashga hozirlik ko'ring.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **YORDAMCHI SO'ZLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Mustaqil so'zlar deb nimaga aytiladi?

2. Ot deb nimaga aytiladi?

3.Sifatga ta'rif bering.

4.Son deb nimaga aytiladi?

5.Olmoshlardan qanday maqsadda foydalaniladi?

6.Fe'lning nechta zamoni bor?

7.Ravish deb nimaga aytiladi?

**III. YANGI MAVZU BAYONI.**

**102-dars. YORDAMCHI SO'ZLAR**

Takrorlash uchun savollar

1. Yordamchi so'zlar deb nimaga aytiladi?

2.Ko'makchi deb nimaga aytiladi?

3.Bog'lovchiga ta'rif bering.

4.Yuklamaga misollar keltiring.

5.Qaysi yuklamalar so'zga qo'shib yoziladi?

**330-mashq. Krossvordga yashiringan yordamchi so'zlarni toping, ular ishtirokida gaplar tuzing.**

1. Bog'lovchi. 2. Yuklama. 3. Ko'makchi. 4. Ko'makchi. 5. Bog'lovchi. 6. Bog'lovchi.

*Kalit so'z:* Bog'lovchi

* + - * 1. **mashq. Qavs ichidagi yordamchi so'zlardan gap mazmuniga mos keladiganlarini belgilang va gaplarni daftaringizga ko'chirib yozing.**

Dunyoda (xuddi, faqat, uchun) Vatan degan so'z insonga aziz bo'lgan tushunchalarni o'zida mujassam eta oladi. 2. Vatanni sevish lozim, (ham, -mi, shuning uchun, chunki) u bizning nomusimiz, orimiz. 3. Vatan (ostida, goh...goh, va) ona degan so'zlar hamisha yonma-yon keladi. 4. Vatan (-chi, hatto, uchun, -a) joningni qurbon qilsang arziydi. 5. Uzoq safardan o'z yurtingga qaytish qanday yaxshi (-ku, -a, -da)

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

* + - * 1. **mashq. Uyga topshiriq. Yordamchi so'zlar ishtirokida gaplar tuzing.**

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **TILSHUNOSLIK VA UNING BO'LIMLARI**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Yordamchi so'zlar deb nimaga aytiladi?

2.Ko'makchi deb nimaga aytiladi?

3.Bog'lovchiga ta'rif bering.

4.Yuklamaga misollar keltiring.

5.Qaysi yuklamalar so'zga qo'shib yoziladi?

**III. YANGI MAVZU BAYONI.**

**104-dars. TILSHUNOSLIK VA UNING BO'LIMLARI**

**Til o'z ichki tuzilishiga ega. Tilning ana shu ichki tuzilishidan qaysisini o'rganishga ko'ra tilshunoslik fani ham bir necha bo'limlarga bo'linadi.**

**Tilning tovush tuzilishi fonetika bo'limida, harflar tizimi esa grafika bo'limida o'rganiladi.**

**So'z va uning ma'nolari leksikologiya bo'limida, so'z tur­kumlari morfologiya bo'limida, gap va gapda so'zlarning bog'lanishi sintaksis bo'limida o'rganiladi.**

**Shunday qilib, tilshunoslik fonetika (grafika), leksikologiya, morfologiya va sintaksis bo'limlarining uzviy bog'liqligidan iboratdir.**

**333-mashq. Boburning quyidagi baytiga diqqat qiling. Undagi unli va undosh tovushlarni ajrating.**

Yaxshi kishi ko'rmagay yomonlik hargiz, Har kimki yomon bo'lsa, jazo topqusidir.

**334-mashq. She'rni o'qing, tagiga chizilgan so'zlarning qanday ma'no bildirayotganini toping. So'z va uning xususiyatlari tilshunoslikning qaysi bo'limida o'rganilishi haqida bahslashing.**

Qalin og'ayni Ulg'ayishmoqda

Eson va Omon. omon va eson.

Bir xil yoshdadir Doim bo'lishsin

Omon va Eson. eson va omon. («Gulxan»)

**\*335-mashq. Xandalarni o'qing. Undagi so'zlarni so'z turkumlari bo'yicha tahlil qiling. So'z turkumlari tilshunoslikning qaysi bo'limida o'rganiladi? Shu haqda savol-javob tashkil qiling.**O'qituvchi:

Qani, Tohiijon, uchmoq fe'lini uch zamonda tuslab ber-chi. Tohiijon:

-Uchdim, uchyapman va men oydaman.

\* \* \*

O'qituvchi:

-Rustamjon, bog'lovchilarga misol keltir-chi? Rustamjon:

-Sim, arqon, ip... («Gulxan»)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Fan va uning o'rganish predmeti deganda nimani tushunasiz?

Tilning tuzilishi va tilshunoslik bo'limlari haqida fikringizni bayon qiling.

Tilshunoslikning qanday bo'limlari borligini ayting va ularning har biriga izoh bering.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**336-mashq. Uyga topshiriq. Quyidagi so'zlarni bir-biriga bog'lab gaplar tuzing. So'zlarning bir-biriga bog'lanishi, gap va uning turlari tilshunoslikning qaysi bo'limida o'rganilishi haqida bahs tashkil qiling.**

O'lka, Navro'z, kir, kel.

Dala, ek, ish, boshla.

Butun, tabiat, qayta, uyg'on.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **FONETIKA VA GRAFIKA**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Fan va uning o'rganish predmeti deganda nimani tushunasiz?

Tilning tuzilishi va tilshunoslik bo'limlari haqida fikringizni bayon qiling.

Tilshunoslikning qanday bo'limlari borligini ayting va ularning har biriga izoh bering.

**III. YANGI MAVZU BAYONI.**

**105-dars. FONETIKA VA GRAFIKA**

Topshiriq. Bola, kitob so'zlarini bo'g'inlarga, bo'g'inlarni tovushlarga ajrating. So'zlarning necha bo'g'in va tovushdan iborat ekanligini ayting.

**Og'zaki nutqning tovush tizimini o'rganadigan tilshunoslik bo'limi fonetika, yozma nutqning harflar tizimini o'rganadigan tilshunoslik bo'limi esa grafika deyiladi.**

**Fikrimizni boshqalarga tovushlar vositasida so'zlash va! i harflar vositasida yozish orqali bayon qilamiz. So'zlash va yozish | orqali ma'lum fikr bayon qilishimiz nutq hisoblanadi.**

**Nutq ikki yo'l bilan amalga oshiriladi. Tovushlar zanjiri asosida bayon qilingan nutq og'zaki nutq, harflar ketma-ketligi; asosida bayon qilingan nutq esa yozma nutq sanaladi.**

**337-mashq. Tagiga chizilgan so'zlarning nima sababdan ma'no anglatmasligini toping, fonetika haqida bahs yuriting.**

Bizlar chug'urlashib turganimizda Akmal aka kelib qoldi. Shunday bo'lsa ham Akbar gapida davom etaverdi:

* Lamaymizmipov?
* Davqan libqi - dedi A'zam.

Akmal aka bu qanaqa til degandek bizlarga qaradi? Bizlar maktabda shunaqa tilda gaplashardik, maynavozchilikka. Masalan: bir so'zni aytmoqchi bo'lsak, u so'zning birinchi bo'g'inini oxiriga olib gapiraveramiz. (N. Fozilov)

**338t-mashq. Tovushlarni o'rni-o'rniga qo'yib, so'zlar hosil qiling. So'zlarni hosil qilishda ular qanday o'rin tutayotganini aytib bering.**

hdoneq, kabtma, atdarf, garb, lyo, kdikle.

**339»-niashq So'zlar qatoridan xato yozilgan so'zni toping, uni imlo qoidasiga mos ravishda to'g'rilab yozing.**

Kutibxona, bultir,{ fikir, ilim, olip, qovin, shovullap.

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Fonetika deb tilshunoslikning qanday bo'limiga aytiladi?

2. Tilshunoslikning qanday bo'limiga grafika deyiladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**340-mashq. Matnni o'qing. Siz ham shunday bahslar qilib turasizmi?**

* Shoshma, «unut»ishning buyruq formasi qanday yozilardi. -«Unit!»

-«I» bilanmi?-Yayra kitobni varaqlab, o'sha so'zni qidirib topdi:- Xato ketding, ukam! Mana «unut» yozilarkan.

-Tavba! «Urush»ning buyruq formasi «urish» y6ziladi-ku? -«Urush» fe'l emas, ot. Men bog'dan kelsam, sen tog'dan kelyapsan.

(P. Qodirov)

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: **NUTQ TOVUSHI VA HARF**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Fonetika deb tilshunoslikning qanday bo'limiga aytiladi?

2. Tilshunoslikning qanday bo'limiga grafika deyiladi?

**III. YANGI MAVZU BAYONI.**

**106-dars. NUTQ TOVUSHI VA HARF**

Topshiriq. Quyidagi gapni so'zlarga, so'zlarni bo'g'inlarga, bo'g'inlarni tovushlarga bo'ling.

Dalalarda boshlanadi ish. (Hamid Olimjon)

**Og'zaki nutqning eng kichik, boshqa mayda bo'lakka bo'linmaydigan qismi nutq tovushi deyiladi.**

**Tovushning yozuvdagi ifodasiga harf deyiladi.**

**Bir tovush bir harf bilan ham, ikki harf bilan ham ifodalanishi mumkin: v, a, o, e harflari bir tovushni ifodalasa, sh, ch, ng singarilarda ikki harf bir tovushni ifodalaydi.**

**341-mashq. Quyidagi harflarni yuqoridan pastga, so'ngra pastdan yuqoriga qarab o'qib ko'ring, pastdan yuqoriga qarab o'qilgandagi gapga e'tibor qiling.**

|  |  |  |  |
| --- | --- | --- | --- |
| A | CH | T | CH |
| L | N | R | N |
| I | I | U | I |
| O | T | Y | T |

**342-mashq. Hazil topishmoqlarning javobini toping. Ularda tovushlarning tutgan o'rnini belgilang.**

Kel-kel desam kelmaydi, kelma desam keladi. Olamda-yu odamda bitta, elatda yo'q, odoblida ikkita. U nima? Unli bilan boshlanadigan oylar ko'pmi, undosh bilan boshlanadigan oylarmi?

**V.MUSTAHKAMLASH**

1.Nutq tovushi deb nimaga aytiladi?

2.Harf deb nimaga aytiladi?

3.Tovushlar bilan harflar bir-biriga teng keladimi? Teng kelmagan holatlarniayting

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

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**343-mashq. Uyga topshiriq. Boshqotirmadagi bo'sh kataklarni to'ldirib, yashiringan gapni toping, tovushlarga izoh bering.**

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| q u | v | o | n | ch | i |
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|  | h | a | y | o | t |

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: UNLI TOVUSHLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Nutq tovushi deb nimaga aytiladi?

2.Harf deb nimaga aytiladi?

3.Tovushlar bilan harflar bir-biriga teng keladimi? Teng kelmagan holatlarni ayting

**III. YANGI MAVZU BAYONI.**

107-dars. UNLI TOVUSHLAR

* + 1. topshiriq. Quyidagi so'zlarni bir-biridan farqlab turgan tovushlarni aniqlang. Bor, ber, bir, bur, bo'r.
    2. topshiriq. A, o, e, o(, u, n, q, p, m tovushlarini talaffuz qiling. Bu tovushlarning hosil bo'lishidagi farqni tushuntiring.

**Tovushlar o'pkadan chiqayotgan havoning og'iz bo'shlig'ida to'siqqa uchrashi yoki uchramasligiga ko'ra ikki turli bo'ladi: unli tovushlar va undosh tovushlar.**

**O'pkadan chiqayotgan havo og'iz bo'shlig'ida hech qanday to'siqqa uchramay chiqishi natijasida hosil bo'ladigan tovushlarga unli tovushlar deyiladi.**

**Tilimizda oltita unli tovush bor: a, o, e, o', u, L**

* + - 1. **mashq. Uch guruhga bo'lining, birinchi guruh unlilarning so'z boshida, ikkinchi guruh so'z o'rtasida, uchinchi guruh so'z oxirida kelishiga misollar keltirsin.**

1-guruh 2-guruh 3-guruh

antiqa basavlat manba

* + - 1. **mashq. Gaplardagi unlilarning ishlatilishiga alohida diqqat qiling.**

l.Hurmat qilsang, hurmat ko'rasan. 2.Kishining hurmati o'z qo'lida. 3. Ko'z qayerda bo'lsa, mehr ham o'sha yerda bo'ladi. 4. Mehrning xazinasi-til.

* + - 1. **mashq. Kataklar ichiga tushirib qoldirilgan unli harflarni qo'ying. Ularning gap ma'nosiga qanday ta'sir qilayotganini aniqlang.**

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| 0' | R |  | N . | S |  | Z | G' | A | Z |  | B |
|  |  | Z |  | NG | G | A |  | Z |  | B |  |

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Unli tovushlar deb qanday tovushlarga aytiladi?

2. Tilimizda nechta unli tovush bor? Ularni sanab ko'rsating.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

**347-mashq. Uyga topshiriq. Rasm asosida matn tuzing, unli tovushlarga tavsif bering.**

Tayanch so'zlar: qor, qorbobo, chana, qorbo'ron, archa,daraxt, kuchuk, o'rtoq, sovuq, oppoq, o'ynamoq, otmoq, yugurmoq, yog'moq

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

***Mavzu***: UNDOSH TOVUSHLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Unli tovushlar deb qanday tovushlarga aytiladi?

2. Tilimizda nechta unli tovush bor? Ularni sanab ko'rsating.

**III. YANGI MAVZU BAYONI.**

108-dars. UNDOSH TOVUSHLAR

* + - * 1. topshiriq. Quyidagi tovushlarni talaffuz qihb ko'ring. O'pkadan chiqayotgan havo og'iz bo'shlig'ining qayerida to'siqqa uchrayotganini aniqlang:

b, p, m, t, d, s, z.

* + - * 1. topshiriq. Mazkur tovushlarning qaysilari talaffuzida lab ishtirok etadi.

O'pkadan chiqayotgan havo og'iz bo'shlig'ining ma'lum bir joyida yoki bo'g'izda to'siqqa uchrashidan hosil bo'lgan tovushlar undosh tovushlar sanaladi.

Tilimizda quyidagi 23 ta undosh tovush bor: **b, v, g, d,** j, y, k, I, m, n, p, r, s, t, f, x, ch, sh, q, g, h, ng.

348-mashq. Nuqtalar o'rniga tegishli undosh tovushni qo'yib, so'zlarni daftaringizga ko'chirib yozing va ularga izoh bering.

Odo..., farzan..., ...arq, mi...bar, ma...sad, ozo..., obo..., to'...son, dori...ona, ayti... keldi, ...alq.

4 349-mashq. Tarkibida bir xil undoshlar qatnashgan **dada, bobo, jajji** kabi so'zlarga misol toping.

350-mashq. **K** tovushi bilan boshlanib, **k** tovushida tugaydigan so'zlar asosida tuzilgan boshqotirmani yeching.

2

1. Zarur, darkor
2. Teshik, o'yiqjoy
3. Yowoyi hayvon
4. Tanlov, musobaqa

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Undosh tovush deb qanday tovushlarga aytiladi?

2. Tilimizda nechta undosh tovush bor?

3. To'rtta so'z yozing va bu so'zlarda ishtirok etgan unli hamda undosh tovushlarni aniqlang.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

351-mashq. **Uyga topshiriq.** Nuqtalar o'rniga tushirib qoldirilgan undoshlarni qo'yib, so'zlarni ko'chirib yozing.

Ta...simot, tala..., xursan..., pas..., baro...ar, ...abab, shar...ona, shar...iy, bola...on, il...om, ka...it.

109-110-darslarda yozma ish va uning tahlili o'tkaziladi.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: NUTQ A'ZOLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Undosh tovush deb qanday tovushlarga aytiladi?

2. Tilimizda nechta undosh tovush bor?

3. To'rtta so'z yozing va bu so'zlarda ishtirok etgan unli hamda undosh tovushlarni aniqlang.

**III. YANGI MAVZU BAYONI.**

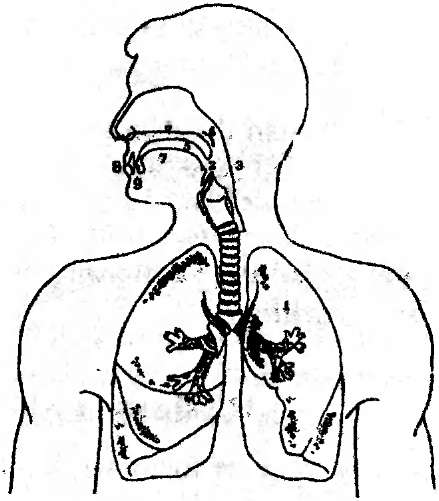
111-dars. NUTQ A'ZOLARI

1-topshiriq. Quyidagi tovushlarni talaffuz qiling. Bu tovushlar talaffuzida qaysi nutq organlari ishtirok etayotganini aniqlang. By p, t, q, u, o.

Nutq tovushlarini hosil qilishda ishtirok etadigan inson \* a'zolariga nutq a'zolari deyiladi.

Nutq a'zolariga o'pka, bo'g'iz, tovush paychalari, og'iz bo'shlig'i, til, lablar, tishlar va burun bo'shlig'i kiradi. Qaysi nutq a'zosi ishtirok etishiga ko'ra nutq tovushlari lab tovushlari **(b, p, m, v, j),** til oldi **(t, I, s, z, d, sh, ch,j, dj, n, r),** til o'rta **(y),** til orqa **(g, k, ng),** chuqurtil orqa tovushlari **(q, g', x)** va bo'g'iz **(h)** tovushi singari guruhlarga bo'linadi.

Nutq a'zolari:



* 1. O'pka.
  2. Tog'aylar.
  3. Un paychalari.
  4. Bo'g'iz bo'shlig'i.
  5. Og'iz bo'shlig'i.
  6. Burun bo'shlig'i.
  7. Til.
  8. Lablar.
  9. Tishlar.

352-mashq. Gaplarni daftaringizga ko'chirib yozing. Nutq tovushlarini hosil qilishda til qanday o'rin tutadi? Shu haqda bahslashing.

1. Til yugurigi boshga. 2. Til - qilichdan o'tkir. 3. Boshga balo nedan kelur? - Ikki enlik tildan kelur. 4. Fil kuchli, fildan ham til kuchli. 5. Baxtli qiladigan ham til, baxtsiz qiladigan ham til.

* + 1. mashq. Tagiga chizilgan so'zlardagi tovushlarni hosil qilishda qaysi nutq a'zolari faol qatnashayotganini toping, ularga izoh bering.

Javohir darsga kelayotib, adashib qolgan bir cholni ko'rib qoldi. Chol undan manzilga yetkazib qo'yishni so'radi. Javohir cholga yordam berib, darsga kech qoldi. Aytinglar-chi, u to'g'ri ish qildimi? Shu haqda bahs yuriting.

* + 1. mashq. She'riy parchalarni o'qing. To'qson yoshli boboning nima sababdan «hushtak chalib» gapirishini, bolaning esa **r** harfini ayta olmay, uning o'rniga **y** deyishini izohlang. Ularda qaysi nutq a'zolari yetarli emas?

To'qsonga yetdi bobom, Bir ukam bor, gapirsa,

Ishda ham javlon urar. Hamisha dakki yeydi.

Ammoki so'zlaganda Sababi r tovushin

«Hushtak chalib» yuborar, Ayta olmay y deydi.

(«Durdona»)

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Nutq a'zolari deganda nimani tushunasiz va ularga nimalar kiradi?

2. Nutq a'zolari ishtirokiga ko'ra nutq tovushlari qanday turlarga bo'linadi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

* + 1. mashq. **Uyga topshiriq. Til, tish, lab, bo'g'iz, o'pka** kabi nutq a'zolarining joylashuvi va ularning nutq tovushlarini hosil qilishdagi o'rni haqida bahs yuriting.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: LAB TOVUSHLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Nutq a'zolari deganda nimani tushunasiz va ularga nimalar kiradi?

2. Nutq a'zolari ishtirokiga ko'ra nutq tovushlari qanday turlarga bo'linadi?

**III. YANGI MAVZU BAYONI.**

112-dars. LAB TOVUSHLARI

* + - 1. topshiriq. B, p, m tovushlari hosil bo'lishida qaysi nutq a'zolari ishtirok etishiga diqqat qiling.
      2. topshiriq. V, f tovushlari talafifuzida qaysi nutq a'zolari ishtirok etadi?

Talaffuzida lab ishtirok etgan tovushlar lab tovushlari deyiladi.

Lab tovushlariga **b, m, p, v, f** undoshlari kiradi. Ularikkiga bo'linadi: lab-lab undoshlari - **m,b,p**; lab-tish undoshlari - **v,f.**

356-mashq. «So'zlar halqasi» o'yinini tashkil qiling. Har bir bola bittadan so'z aytsin. So'zlar **b** bilan boshlanib, **b** bilan tugasin. Masalan: **bob, bilib, buyurib** kabi. Keyin shu usulni **p, m** tovushlariga nisbatan ham qo'llab, o'yinni davom ettiring.

\*357-mashq. Birinchi va uchinchi tovushi **p** bo'lgan so'zlardan iborat boshqotirmani toping.

* + - * 1. Sumka.
        2. Do'q.
        3. Qush nomi.
        4. Namangan viloyati- dagi tumanning nomi.

mashq. **Umum, baho, va'da, puxta, foyda** so'zlari ishtirokida gaplar tuzib, ularning aytilishi va yozilishini tushuntiring.

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. B, m, p undoshlari ishtirok etgan uchta so'z yozing. Bu undoshlar talaffuzida qaysi nutq a'zosi ishtirok etayotganini aniqlang.

2. Vatan, urf so'zlaridagi undoshlarni aniqlang. Undoshlar ichidan lab tovushlarini toping.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

mashq. **Uyga topshiriq.** Maqollarni o'qing, ularda ilgari surilgan g'oya haqida bahs yuriting. Lab tovushlarining ishlatilish o'rinlariga diqqat qiling.

l.Uzumini yegin-u, bog'ini surishtirma. 2.Usta ko'rmagan shogird har maqomga yo'rg'alar. 3. Butun xalqning istagi shu - tinchlik. 4.0'qi- gan o'qdan oshar, o'qimagan turtkidan shoshar. 5.0'qigan yaxshi, uqqan undan ham yaxshi. 6.0'qish, ilm olish oson emas, unga har kim ham chidayvermaydi.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: TIL TOVUSHLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. B, m, p undoshlari ishtirok etgan uchta so'z yozing. Bu undoshlar talaffuzida qaysi nutq a'zosi ishtirok etayotganini aniqlang.

2. Vatan, urf so'zlaridagi undoshlarni aniqlang. Undoshlar ichidan lab tovushlarini toping.

**III. YANGI MAVZU BAYONI.**

113-d ars. TIL TOVUSHLARI

topshiriq. S, z, t tovushlari ishtirok etgan uchta so'z toping. Bu tovushlar talaffuz qilinayotganda qaysi nutq a'zosi ishtirok etayotganini aniqlang.

topshiriq. L, r, y tovushlari talaffuzida qaysi nutq a'zosi ishtirok etadi.

Tilning tish va tanglayga tegishidan hosil bo'lgan tovush**larga til tovushlari deyiladi.**

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**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

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**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: BURUN TOVUSHLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

114-dars. BURUN TOVUSHLARI

Topshiriq. Burningizni barmoqlaringiz bilan qisib, h, t, m, n, ng tovushlarini talaffuz qiling. Qaysi tovushlarni erkin, qaysilarini qiynalib talaffuz qilganingizni ayting.

To'siqqa uchragan havoning burun orqali o'tishidan hosil bo'lgan tovushlar burun tovushlari deyiladi.

Burun tovushlariga **m, n, ng** undoshlari kiradi.

mashq. Mustaqillik o'gitlariui o'qing. Gaplar tarkibida kelayotgan burun tovushlariga izoh bering.

Ma'naviyat insonning, xalqning, jamiyatning kuch-qudratidir. U yo'q joyda hech qachon kuch-qudrat bo'hnaydi, Xalqimizning ma'naviy ildizlari juda chuqur.

Farzandlari sog'lom yurt qudratli bo'ladi, qudratli yurtning farzandlari sog'lom bo'ladi.

mashq. Tez aytishlarni mashq qiling. Gaplarning tarkibida kelayotgan burun undoshlariga diqqat qiling.

Bir tup tut, tutning tagida bir tup turp. Tut turpni turtib turibdimi, turp tutni turtib turibdimi?

Shotursunning shotutini shitirlatgan shamol Sharifhing shaftolisini shitirlatdi.

Tubsiz dengiz dedingizmi, dengiz tengsiz dedingizmi?

mashq. **Ong, tong, bong, qarang, ko'ngil** kabi **ng** burun tovushi bilan kelgan so'zlar ishtirokida gaplar tuzing.

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Burun tovushlari deb qanday tovushlarga aytiladi?

2. Qaysi tovushlar burun tovushlariga kiradi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

367-mashq. **Uyga topshiriq.** Ma'naviyat haqidagi fikriaringizni daftarga yozib keling.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: BO'G'IZ TOVUSHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Burun tovushlari deb qanday tovushlarga aytiladi?

2. Qaysi tovushlar burun tovushlariga kiradi?

**III. YANGI MAVZU BAYONI.**

115-dars. BO'G'IZ TOVUSHI

Gaplarda ishlatilgan burun undoshlarini izohlang.

368-mashq. **H** va **x** tovushlari ishlatilgan xalq maqollarini o'qing, ularning ishlatilish o'rinlariga alohida diqqat qiling.

1. Hunarli er xor bo'lmas, do'st-dushmanga zor bo'lmas. 2. Har kallada har xayol. 3. Xalq meniki dema, sen xalqnikisan. 4.Xayrh ishning kechi yo'q.

\*369-mashq. Nuqtalar o'rniga **h** yoki **x** harflaridan mosini qo'yib, so'zlarni daftaringizga yozing va ular ishtirokida og'zaki gaplar tuzing.

...ullas, osh...ona, ...ayolparast, ...indiston, a...loq, ...ol-a...vol, ...alokat, e...timol, ...ushyorhk, ...atti-...arakat, ...alqparvar, mu...lis, ...abar, podsho...

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1 -H undoshi ishtirokidagi uchta so'z toping. Uning x dan farqini tushuntiring.

2. Bo'g'iz tovushi deb nimaga aytiladi.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

370-mashq. **Uyga topshiriq.** Quyida xato berilgan so'zlarni imlo qoidalariga mos ravishda daftaringizga ko'chiring.

Bahil, hasis, xasad, gox-goh, habar, mexnatkash, xovuz, xosil, xuquq, xiylakor, hato, hokkey, ho'roz.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: MUSTAHKAMLASH DARSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1 -H undoshi ishtirokidagi uchta so'z toping. Uning x dan farqini tushuntiring.

2. Bo'g'iz tovushi deb nimaga aytiladi.

**III. YANGI MAVZU BAYONI.**

116-dars. MUSTAHKAMLASH DARSI

topshiriq. Nuqtalar o'rniga kerakli tovushni qo'ying, so'zlarni daftaringizga ko'chirib yozing. Ularning aytilishi va yozilishini tushuntirib bering.

I...ror, mi...dor, ket...i, fo...z, ij...d, muro..., ray...on, ...amimiyat, muhok...ma, qa...at, yura...im, pu...ta.

topshiriq. Gaplarni o'qing, so'zlar tarkibida kelayotgan unli tovushlarni aniqlab, ularga izoh bering.

1. Tomoqni asray desang, ehtiyot bo'lib ye, izzatni asray desang, ehtiyot bo'lib de.2. Gapning bezagi-to'g'ri so'z. 3. Dononing so'ziga quloq solgan odam baxt topadi.

3-topshiriq. «Xatosini toping!» o'yinini tashkil qiling. Noto'g'ri yozilgan o'rinlarni topib, ularga mos keladigan tovushlarni aniqlang.

Zaril, teray, ottan, ishta, ishtim, borip, aynala, murun, shamba.

4-topshiriq. Quyidagi undosh tovushlarni kerakli kataklarga joylashtiring.

sh, ch, b, v, g, d, j, z, y, k, 1, m, n, r, s, t, f, x, q, h, ng,p,g'.

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| --- | --- | --- | --- | --- | --- | --- |
| Lab undoshlari | | Til undoshlari | | | | Bo'g'iz undoshi |
| lab-lab undosh­lari | lab-tish undosh­lari | til oldi undosh­lari | til o'rta undoshi | til orqa undosh­lari | chuqurtil  orqa undoshlari |
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**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

5-topshiriq. Uyga topshiriq. O'tilganlarni takrorlang. O'zingiz sevgan badiiy asar qahramoniga maktub yozing.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: NUTQ TOVUSHLARINING MA'NO FARQLASH VAZIFASI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

117-dars. NUTQ TOVUSHLARINING MA'NO FARQLASHVAZIFASI

1-topshiriq. Nuqtalar o'rniga tegishli tovushlarni qo'yib so'zlar hosil qiling. So'zlarni farqlashda nima xizmat qilayotganini ayting. to...

Nutq tovushlarining asosiy vazifasi so'zlarning ma'nolarini farqlashdir.

371-mashq. Tagiga chizilgan so'zlarda qaysi tovushlar ma'noni farqlash uchun xizmat qilayotganini ayting.

l.Oygul bilimga qiziquvchan, odobli qiz .bo'lib ulg'avdi. 2.Mevasini ko'tarolmagan shox qarsillab sindi. 3. Navoiyning g'azallaridan birini yod oldim. 4.0'rtog'idan hol-ahvol so'ragani kirdi.

372-mashq. **Mato, fol, qo'y, mis, po'k, mot** so'zlarini o'ngdan chapga qarab o'qing, shu so'zlar ishtirokida gaplar tuzing va daftaringizga yozing.

\*373-mashq. Bir kuni 5-sinf o'quvchisi Umida uyiga borsa, eshikda shunday yozuv bor ekan. Uni o'qishga siz yordam bera olasizmi?

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| a | t | sh | m | d |
| 1 | q | n | i | a |

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Nutq tovushlari qanday vazifani bajaradi?

2. Qol, qor, qoch, qot so'zlarining ma'nolarini farqlashda xizmat qilayotgan tovushlarni aniqlang.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

374-mashq. **Uyga topshiriq.** Tovushlarni o'rni-o'rniga qo'yib, gapni daftaringizga to'g'rilab yozing.

Qo'siang yehch aqochn mak o'blamyasn.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: O'ZBEK ALIFBOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Nutq tovushlari qanday vazifani bajaradi?

2. Qol, qor, qoch, qot so'zlarining ma'nolarini farqlashda xizmat qilayotgan tovushlarni aniqlang.

**III. YANGI MAVZU BAYONI.**

118-dars. O'ZBEK ALIFBOSI

1-topshiriq. D, g, v harflari qanday tartibda joylashadi?

2-topshiriq. Qanday yozuvlarni bilasiz va u, mc, ui harflari qaysi yozuvga mansub? M, n, ch harflari-chi?

Y Harflarning ma'lum bir tartibda joylashuviga alifbo **deyiladi.**

Alifbo so'zi arab yozuvidagi harflar tartibining birinchi va ikkinchi harflari -alif va bo(be) nomlarining qo'shiluvidan hosil bo'lgan.

Hozirgi o'zbek alifbosi lotin yozuviga asoslanganligi tufayli lotin yozuvi asosidagi yangi o'zbek alifbosi deyiladi.YANGI O'ZBEK ALIFBOSI

**An** Bb Dd Ee Ff Gg Hh Ii Jj Kk LI Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Xx Yy **Zz** O'o' G'g' Shsh Chch Ngng

375-mashq. Matnni o'qing. Undagi g'oya haqida bahs yuriting.

O'zbek xalqi o'z tarixida juda ko'p yozuvlardan foydalangan. Oromiy, so'g'd, o'rxun-enasoy yozuvlari shular jumlasidandir.

VIII asrdan 1929-yilgacha arab yozuviga asoslangan eski o'zbek yozuvini ishlatganmiz.

1930-yildan 1940-yilgacha lotin yozuvi qo'llanilgan. So'ngra kirill yozuvidan foydalanildi.

Hozirda asta-sekin lotin yozuviga asoslangan yangi o'zbek alifbosiga o'tilmoqda.

\*376-mashq. Hikoyatni o'qing. Nima sababdan oldingi zamonlarda yozuv bo'lmagan, deb o'ylaysiz. To'marisning donoligi nimada?

To'maris huzuriga Eron shohi Kirdan elchilar keldi. U elchilarni yaxshilab mehmon qilib shohga «sovg'a» berib yubordi.

Kir dasturxonni ochib ko'rsa, uning ichida o'q-yoy, sichqon, baliq va qush jasadi bor ekan. Eroniylar bunga o'zicha ta'rif berishdi: - Massagetlar bizga taslim bo'lishmoqchi, o'q-yoy - bu bizning timsolimiz, anovi narsalar esa yovvoyilardir, - deyishdi.

Shunda podshohning dono maslahatchilaridan biri «sovg'a»ni quyidagicha izohladi:

- Bular ogohlantirish. Ular: «Ey bosqinchilar, baliqdek suvga sho'ng'ib, sichqondek yerga kirib, qushdek osmonga uchib, tezda yurtimizdan yo'qolmasalaring, bizning o'q-yoylarimiz ostida halok bo'lasanlar!»-demoqchi, dedi.

Kir gapga quloq solmadi va oxiri sharmandalarcha yengildi.

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. Alifbo deb nimaga aytiladi?

2. Hozirgi o'zbek alifbosi qaysi yozuvga asoslangan?

3. Hozirgi o'zbek alifbosida nechta harf bor?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

377-mashq. **Uyga topshiriq.** Gaplarni ko'chiring. Birinchi gapning uchta so'zi tarkibidagi harflarni alifbo tartibida yozing.

1. Mevasiz shox osmonga tirmashur, me vali shox yerga engashur. (Abdurahmon Jomiy) 2. Olimlarning xizmati mangu qoladi. (Ulug'bek) 3. Jaholat - o'limdir, bilim esa tiriklik. (Nosir Xisrav) 4. Quyosh olamga, bilim insonga nur sochadi. (Rus xalq maqoli)

119-darsda nazorat diktanti o'tkaziladi.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: TALAFFUZ VA IMLO ME'YORLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Alifbo deb nimaga aytiladi?

2. Hozirgi o'zbek alifbosi qaysi yozuvga asoslangan?

3. Hozirgi o'zbek alifbosida nechta harf bor?

**III. YANGI MAVZU BAYONI.**

120-dars. TALAFFUZ VA IMLO ME'YORLARI

Topshiriq. Quyida berilgan so'zlardan qaysisi adabiy tilga, qaysisi xalq shevalariga xos?

Kelyapti, kelutti, kevotti, kelopti; teshik - to'shuk — teshuv.

Og'zaki nutqda bir necha xil talaffuz qilinuvchi tovush, qo'shimcha va so'zlardan adabiy tilga qabul qilingan bittasi to'g'ri talaffuz me'yori sanaladi.

Yozma nutqda bir necha xil yoziluvchi tovush, qo'shimcha va so'zlardan adabiy tilga qabul qilingan bittasi imlo me'yori sanaladi.

To'g'ri talaffuz me'yorlarini o'rganuvchi tilshunoslik bo'limiga orfoepiya (yunoncha: **orfo -** «to'g'ri», **epos -** ; «so'zlamoq», «nutq») deyiladi.

To'g'ri yozish me'yorlarini o'rganuvchi tilshunoslik , bo'limiga orfografiya (yunoncha: **orfo -** «to'g'ri», **grafo-** «chizmoq») deyiladi.

378-mashq. Quyidagi so'zlarning aytilishi va yozilishiga diqqat qiling. Ular o'rtasida qanday farqlar borligini ayting.

Shamba- shanba, maxsat - maqsad, taxsim-taqsim, Samarqan - Samarqand, kitop-kitob, tambur-tanbur, o'm besh-o'n besh.

379-mashq. O'zingiz yashayotgan joy tilida (shevada) ishlatiladigan, adabiy tildan farq qiladigan so'zlarga misollar keltiring. Ularni adabiy tildagi shakliga solishtiring va o'rtadagi farqlarni ayting.

Namuna: galdi-keldi (Xorazmda), ko'ddim-ko'rdim (Namanganda), bag'da-bu yerda (Farg'onada), kevotti-kelyapti (Toshkentda).

**V.MUSTAHKAMLASH**

Savol va topshiriqlar

1. To'g'ri talaffuz me'yori deganda nimani tushunasiz?

2. To'g'ri yozish me'yori deganda-chi?

3.Orfografiya bo'limi nimani o'rganadi?

4.Orfoepiya bo'limi nimani o'rganadi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

380-mashq. **Uyga topshiriq.** O'z shevangizdan misollar yozib, ularning aytilishi va yozilishidagi farqlami tushuntiring.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: UNLILAR TALAFFUZI VA IMLOSI **U** va i unlilarining talaffuzi va mlosi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. To'g'ri talaffuz me'yori deganda nimani tushunasiz?

2. To'g'ri yozish me'yori deganda-chi?

3.Orfografiya bo'limi nimani o'rganadi?

4.Orfoepiya bo'limi nimani o'rganadi?

**III. YANGI MAVZU BAYONI.**

121-dars. UNLILAR TALAFFUZI VA IMLOSI **U** va i unlilarining talaffuzi va mlosi

* 1. topshiriq. Quyidagi so'zlarning birinchi bo'g'inidagi unlining talaffuzi va yozilishini tushuntiring.

Biroq, sira, bilan.

* 1. topshiriq. Quyidagi so'zlarning ikkinchi bo'g'inidagi i va u unlilarining talaffuzi va yozilishini tushuntiring. So'zlar nimasi bilan farqlanayotganini ayting.

Urush-urish, yurush-yurish, qurut-qurit.

So'zlarning birinchi bo'g'inida **r, I** undoshlaridan oldin kelgan **i** unlisi bilinar-bilinmas talaffuz qilinsa ham yozuvda i harfi bilan yoziladi.

Ikki bo'g'inli so'zlarning birinchi bo'g'inida lablashgan **u** unlisi ta'sirida ikkinchi bo'g'indagi **i** unlisi **u** holida talaffuz qilinsa ham, yozuvda i yoziladi. Shunday yozilishi bilan ikkinchi bo'g'inida **u** yoziladigan otlardan farqlanadi.

381-mashq. Quyida berilgan so'zlarni daftaringizga ko'chirib yozing. Ularning aytilishi va yozilishidagi farqlarni tushuntirib bering. Ushbu so'zlar ishtirokida og'zaki gaplar tuzing.

Kilogramm, kiprik, yo'lkira, kitob, kifoya, kichik, kishan, rivoj, rizolik, rivoyat, rioya qilmoq, risola.

382-mashq. Nuqtalar o'rniga i, **u** harflaridan mosini qo'yib, so'zlarni daftaringizga ko'chiring. Ular ishtirokida og'zaki gaplar tuzing.

Kund...z, yuld...zcha, tov...q, tut...n, guv...llamoq, qas.„r-qus...r, uchq...n, uch...n, kampirqov...n, chur...llamoq.

\*38^mashq. So'zlarning qaysi ko'rinishi to'g'ri ekanligini toping va uni daftaringizga yozib oling.

Tuyg'i||tuyg'u, uyquyuyqi, chopqi||chopqu, qayg'i||qayg'u, tulki||tulku, kulgu||kulgi.

**V.MUSTAHKAMLASH**

1. Birinchi bo'g'inda r, I imdoshlaridan oldin kelgan i unlisi qanday talaffuz • qilinadi va yoziladi?

2. Birinchi bo'g'inida u ishtirok etgan so'zlarning ikkinchi bo'g'inidagi / qanday talaffuz etiladi va yoziladi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

384-mashq. **Uyga topshiriq.** Quyidagi so'zlarni talaffuz qiling va yozing, o'rtadagi farqlarini aytib bering.

Bur-bir, tir-tur, qur-qir, dur-dir, sur-sir, ombor-ombur, chopqir-yovqur, surma-sirli, tirgak-tirsak, mulk-milk.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: A VA O UNLILARI TALAFFUZI VA IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Birinchi bo'g'inda r, I imdoshlaridan oldin kelgan i unlisi qanday talaffuz • qilinadi va yoziladi?

2. Birinchi bo'g'inida u ishtirok etgan so'zlarning ikkinchi bo'g'inidagi / qanday talaffuz etiladi va yoziladi?

**III. YANGI MAVZU BAYONI.**

122-dars. A VA O UNLILARI TALAFFUZI VA IMLOSI

* + 1. topshiriq. Quyidagi so'zlarning birinchi bo'g'inida kelgan a harfining qanday talaffuz qilinishini ayting.

Savob, zamon, bahor.

* + 1. topshiriq. Quyidagi so'zlarning birinchi va ikkinchi bo'g'inlarida kelgan o harfining qanday talaffuz qilinishini ayting.

Kollej, komandir, trolleybus, avtomat.

**A, a** harfi **savob, zamon** singari so'zlarda **o** kabi aytilsa ham **a** yoziladi.

**O, o** harfi **tonna, noyabr** kabi so'zlarda **o'** kabi aytilsa ham **o** yoziladi.

* + - 1. mashq. Nuqtalar o'rniga **a** yoki **o** harfini qo'yib yozing. So'zlarni daftaringizga ko'chiring.

S...mon, t.„mosha, m...bodo, mu...mala, d...la, al...qa, bul...q, b...ho, j...hongir, om...n, f...netika, h...mon.

* + - 1. mashq. Quyidagi so'zlarda **o** tovushining **a** kabi talaffuz qilinishiga e'tibor bering. Yozilishiga diqqat qiling.

Okean, zoologiya, zoopark, oynak, okop, obro', orkestr, roman, kovak, joy, kokil, kombayn, konstitutsiya, konsert, kosmonavt.

\*387-mashq. Quyidagi so'zlarda sodir bo'layotgan o'zgarishlarni toping.

Son - sana, ong - angla, qayna - qaynoq, ishla-ishlov, dumala - dumaloq, bo'ya - bo'yoq.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

388-mashq. **Uyga topshiriq.** Rasm asosida matn tuzing. Gaplardagi **a** va **o** tovushlarining talaffuzi hamda imlosiga diqqat qiling.

Tayanch so'zlar: ota, ona, farzand, ahil, sog'lom, mehribon, o'g'il, qiz, qo'g'irchoq, koptok, o'ynamoq, suhbatlashmoq, mehmon, bormoq, o'qimoq, yozmoq, ishlamoq, hurmat qilmoq

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_**

*Mavzu*: QATOR KELGAN UNLILAR TALAFFUZI VA IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

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**III. YANGI MAVZU BAYONI.**

123-d a r s. QATOR KELGAN UNLILAR TALAFFUZI VA IMLOSI

Topshiriq. Quyida berilgan so'zlar tarkibidagi oa, ao, ua qator unlilarining talaffuzi va imlosini tushuntiring.

Sout, taom, muosh, muallim, muattar, saodat, muallif, tabiat

Adabiy talaffuz va imlo me'yoriga asosan qator unlilar**oa, ao, ia, ai, io, aa** tarzida aytiladi va shunday yoziladi.

Qator kelgan unlili so'zlar boshqa tillardan kirib kelganligi tufayli bunday so'zlardagi qator unlilarni og'zaki ; nutqda yo bir cho'ziq unliga aylantirish (masalan, **muallimm : malim)** yoki qator kelgan unlilar o'rtasiga ayrim undoshlarni i qo'shish yo'li bilan tilimizga moslashtirishga harakat qilinadi. Masalan: **soat** so'zi Farg'onada **sohat,** Toshkentda **sog'at** tarzida talaffuz qilinadi.

**389-niashq.** Matnni o'qing, qator unlilar kelgan so'zlarni topib, ularning aytilishi va yozilishiga diqqat qiling.

OQSAROY

Amir Temur qurdirgan hashamatli saroylardan biri Shahrisabzdagi Oqsaroy sanaladi.

Oqsaroyga tashrif buyurgan kishi uning go'zalligi va ulug'vorligi oldida taajjubga tushadi, bu yerdan katta taassurotlar bilan qaytadi.

Oqsaroy temuriylar saltanatiga taalluqli bo'lgan o'lmas obidalardan biridir. Biz har doim bu kabi o'lmas obidalarimiz borligidan faxrlanib yuramiz.

**390-mashq.** Gaplarni daftaringizga ko'chirib yozing. Unlilar qator kelgan so'zlarni topib, ularning tagiga chizing.

1. Muallimlar ilm-u fan va maorifimiz jonkuyarlari sanaladi. 2. Xush­muomalalik uzoq umr ko'rishning sabablaridan biridir. 3. Qanoatli bo'linglar, bu sizni saodatga eltadi. (YusufXos Hojib) 4. Sharoitga qarab ish ko'raverasan. (M. Murodov)\*391-mashq. Nuqtalar o'rniga kerakli unli tovushlarni qo'ying, so'zlarni daftaringizga ko'chirib yozing va ular ishtirokida og'zaki gaplar tuzing.

Z...omagazin, mu...llif, ta...mil, mu...vin, ge...log, d...ira, sho...r, j...iz, ma...sh, mu...mmo, ge...metriya, ...ila, d...imo.

**V.MUSTAHKAMLASH**

1. Qator kelgan unlilar qanday so'zlarda uchraydi?

2.Ularni tilimizga moslashtirish uchun og'zaki nutqda qanday tovusho'zgarishlari hosil qilinadi?

3.Adabiy talaffuz va imloda qaysi holatga amal qilinadi?

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

mashq. **Uyga topshiriq. Badiiy, ilmiy, siyosiy, tahiiy** kabi so'zlarning aytilishi va yozilishini bir-biriga solishtiring. Qaysilarida bitta, qaysilarida ikkita**i** yozilishini toping va ularni izohlang.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: O’ unlisining talaffuzi va imlosi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) 392mashqlar orqali

B) Savollar orqali

1. Qator kelgan unlilar qanday so'zlarda uchraydi?

2.Ularni tilimizga moslashtirish uchun og'zaki nutqda qanday tovush

o'zgarishlari hosil qilinadi?

3.Adabiy talaffuz va imloda qaysi holatga amal qilinadi?

III. .Yangi mavzu bayoni

O' ***tovushi*** ko*’z****,*** o's, cho'l, jo'ra, mo'tabar ***kabi so'zlarda***torroq, **bo'ri, qo'ri, xo'roz, ro'mol** kabi so'zlarda esa kengroq  **eshitiladi, ammo har vaqt bir xil shaklda yoziladi.**

**Mo'tadil, mo'jiza, mo'tabar** kabi so'zlardagi tutuq belgisi I yozuvda tushirib qoldiriladi.

393 - mashq. Maqollarni o'qing, **o'** tovushining aytilishi va yozilishiga diqqat qiling, so'ng gaplarni daftaringizga ko'chirib oling.

QO'RQOQ BO'LMANG

Qo'rqoqning ko'zi katta, ahmoqning so'zi katta. Qo'rqoq oldin musht ko'tarar. Arslonning bo'kirgani - sichqonning o'lgani. Qo'rqoq,

qo'rqoqning oyog'i cho'loq. Qo'rqoqning o'z quroli o'ziga yov. Botir bir marta o'lar, qo'rqoq yuz marta.

♦ 394-mashq. Quyidagi so'zlarni talaffuz qiling. **O'** unlisining talaffuzi va imlosini izohlang.

O'yin, o'jar, o'rdak, o'rta, o'tkir, o'tin, o'sha, o'q, o'choq, o'quvchi, o'rmon.

*IV. Mustahkamlash*

1. O' tovushi qanday hollarda torroq talaffuz qilinadi?

2. O' tovushining keng aytilish holatlariga misollar keltiring.

3. O' harfi tutuq belgisi (apostrof) bilan kelganda qanday yoziladi?

**VI. Uyga vazifa**

395-mashq. **Uyga topshiriq. O'** harfi noto'g'ri ishlatilgan o'rinlarni toping. So'zlarni imlo qoidalariga mos ravishda to'g'rilang va daftaringizga ko'chiring.

«Amir Temur o'rdeni», to'rt sotib olmoq, zo'parkka bormoq, o'bdan o'ylab gapirmoq, direkto'rga ariza yozmoq.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Mustahkamlash darsi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

395-mashq. **Uyga topshiriq. O'** harfi noto'g'ri ishlatilgan o'rinlarni toping. So'zlarni imlo qoidalariga mos ravishda to'g'rilang va daftaringizga ko'chiring.

«Amir Temur o'rdeni», to'rt sotib olmoq, zo'parkka bormoq, o'bdan o'ylab gapirmoq, direkto'rga ariza yozmoq.

1. O' tovushi qanday hollarda torroq talaffuz qilinadi?

2. O' tovushining keng aytilish holatlariga misollar keltiring.

3. O' harfi tutuq belgisi (apostrof) bilan kelganda qanday yoziladi?

III. .Yangi mavzu bayoni

1. Talaffuz me'yorlari deganda nimani tushunasiz?

2. Imlo me'yorlari nima?

3.I va u unlilarining aytilishi va imlosida qanday farqli jihatlar bor?

4.A va o unlilarining talaffuzi hamda imlosi haqida gapiring.

5.O' unlisining aytilishi va imlosida farq qiladigan o'rinlar bormi?

6.E unlisining talaffuzi va imlosi haqida nimalarni bilasiz?

1-topshiriq. Gaplarni daftaringizga ko'chirib yozing. Unlilarning talaffuzi va imlosi haqida so'zlab bering.

Ilm inson uchun g'oyat oliy va muqaddas bir fazilatdur. Zeroki, ilm bizga o'z ahvolimizni, o'z harakatimizni oyna kabi ko'rsatur. Zehnimizni, fikrimizni qilich kabi o'tkir qilur. Savobni gunohdan, halolni haromdan, tozani murdordan ayurib berur.

Bizlarni ilm jaholat qorong'uligidan qutqarur.

(Abdulla Avloniy)

2-topshiriq. Nuqtalar o'rniga mos keladigan unli tovushlarni qo'yib, so'zlarni ko'chiring. So'ng unli tovushlarning aytilishi va imlosini tushuntiring.

T...mon, ilm...y, manfa...t, insho...t, sano...t, matbu...t, milli...n, so...t, mudofa..., mill...rd, ukra...n.

3-topshiriq. Xato yozilgan so'zlarni topib, to'g'rilang. So'ng ularni izohlang.

1. Tabiyat qanday go'zal. 2. O'zbekiston sanooti tinmay rivojlanib bormoqda. 3. Sinfimiz bilan tiyatirga tomoshaga bordik. 4. Uzin yoz kechalarida yuldizlarga termilib yotish insonga zavq bag'ishlaydi. 5. Abu Ali ibn Sino tug'ulgan Afshona qishlog'iga bordik.

4-topshiriq. Talaffuzi va imlosi farqlanadigan so'zlarga misollar keltiring, ular ishtirokida gaplar tuzing.

*IV. Mustahkamlash*

1.A va o unlilarining talaffuzi hamda imlosi haqida gapiring.

2.O' unlisining aytilishi va imlosida farq qiladigan o'rinlar bormi?

3.E unlisining talaffuzi va imlosi haqida nimalarni bilasiz?

**VI. Uyga vazifa**

5 - topshiriq. Uyga topshiriq. 121-125-darslarda o'rganilgan unlilar talaffuzi va imlosi bo'yicha jadval tuzing hamda uni to'ldiring.

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| --- | --- | --- |
| Unlilar | Talaffuzi | Yozilishi |
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**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: E unlisining talaffuzi va imlosi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

395-mashq. **Uyga topshiriq. O'** harfi noto'g'ri ishlatilgan o'rinlarni toping. So'zlarni imlo qoidalariga mos ravishda to'g'rilang va daftaringizga ko'chiring.

«Amir Temur o'rdeni», to'rt sotib olmoq, zo'parkka bormoq, o'bdan o'ylab gapirmoq, direktorga ariza yozmoq.

1. O' tovushi qanday hollarda torroq talaffuz qilinadi?

2. O' tovushining keng aytilish holatlariga misollar keltiring.

3. O' harfi tutuq belgisi (apostrof) bilan kelganda qanday yoziladi?

III. .Yangi mavzu bayoni

**E** harfi **kecha, ekran, ne'mat** kabi so'zlarda to'liq talaffuz qilinadi. **Telefon, teatr, okean, material** kabi so'zlarda i ga monand aytiladi, lekin **e** yoziladi.

396-mashq. Quyidagi so'zlarni o'qing va daftaringizga yozing. **E** unli­sining talaffuzi va imlosini izohiang.

Egar, egizak, egov, ekologiya, elak, elektr, eng, ertalab, eshik, e'tibor, ehtiyot.mashq. Ikki guruhga bo'lining. Birinchi guruh so'z boshida, ikkinchi guruh so'z o'rtasida e unlisi qatnashgan so'zlarga 10 tadan misol yozsin. Ular ishtirokida og'zaki gaplar tuzing.

397-mashq. Maqollarni daftaringizga ko'chirib yozing. **E** unlisining talaffuzi va imlosiga e'tibor bering.

l.Egilgan boshni qilich kesmas. 2. El og'ziga elak tutib bo'lmaydi. 3. Elga qo'shilsang, er bo'lasan, eldan ajrasang, yer bo'lasan. 4. Er so'zidan qaytmas, sher-izidan. 5.Nomusni yoshlikdan ehtiyot qil.

*IV. Mustahkamlash*

1.E unlisi qanday so'zlarda /ga yaqin eshitiladi?

2. E tovushiga moyil talaffuz qilinadigan so'zlarga misollar keltiring.

**VI. Uyga vazifa**

399-mashq. **Uyga topshiriq.** Boshqotirmani yeching. Unda dehqonchilik bilan bog'liq maqol yashiringan. **E** unUsi ishlatilgan so'zlarga izoh bering.

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**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Ayrm undoshlar talaffuzi va imlozsi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

399-mashq. **Uyga topshiriq.** Boshqotirmani yeching. Unda dehqonchilik bilan bog'liq maqol yashiringan. **E** unUsi ishlatilgan so'zlarga izoh bering.

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1.E unlisi qanday so'zlarda /ga yaqin eshitiladi?

2. E tovushiga moyil talaffuz qilinadigan so'zlarga misollar keltiring.

III. .Yangi mavzu bayoni

So'z oxirida **b-p, d-t, z-s** singari jarangli va jarangsiz undoshlar o'rtasidagi farq yo'qolib, bir xil - jarangsiz undosh tovush holida talaffuz etiladi, lekin **b**, **d, z** yoziladi.

400-mashq. Nuqtalar o'rniga kerakli undosh tovushlarni qo'ying, ularning talaffuzi va imlosi o'rtasidagi farqlarni tushuntirib bering.

Tala..., dar...chil, nomar..., bar..., makta..., balan..., pas..., i...timoiy, ma...ba, ta...dimot, oflo..., farzan...

401-mashq. Berilgan so'zlarga qavs ichidagi tovushlar juftligidan mos keladiganini qo'yib ko'chiring.

I (z-s)siz yo'qoldi, tu(z-s)ini o'zgartirmoq, ko'(z-s)ini davolamoq, tu(z-s)iz ovqat, «Mati(z-s)» avtomobili, afsu(z-s) qilmoq.

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*IV. Mustahkamlash*

1. Qanday undoshlarga jarangli undoshlar deyiladi?

2. b-p, d-i undoshlari qanday talaffuz qilinadi?

**VI. Uyga vazifa**

402-mashq. **Uyga topshiriq.** Berilgan gaplar ichidan xato yozilgan so'zlarni toping, ularni imlo qoidalariga mos ravishda to'g'rilab, daftaringizga ko'chirib yozing.

Ertalap turganda albatta yuz-qo'lni yuvish keray. So'ng narsalarni tartipga keltirip, ota-onasiga, oila a'zolariga salom berish lozim.

Qizlar nonushta tayyorlashta onasiga yordam bersa, juda ma'qul ish bo'ladi.

Nonushta tugagach, kattalarning ruxsati blan maktapga jo'nash ma'qul

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: g-k,g’-q undoshlarining talaffuzi va imlosi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

402-mashq. **Uyga topshiriq.** Berilgan gaplar ichidan xato yozilgan so'zlarni toping, ularni imlo qoidalariga mos ravishda to'g'rilab, daftaringizga ko'chirib yozing.

Ertalap turganda albatta yuz-qo'lni yuvish keray. So'ng narsalarni tartipga keltirip, ota-onasiga, oila a'zolariga salom berish lozim.

Qizlar nonushta tayyorlashta onasiga yordam bersa, juda ma'qul ish bo'ladi.

Nonushta tugagach, kattalarning ruxsati blan maktapga jo'nash ma'qul

1. Qanday undoshlarga jarangli undoshlar deyiladi?

2. b-p, d-i undoshlari qanday talaffuz qilinadi?

III. .Yangi mavzu bayoni

So'z oxirida **g** va **k** hamda **g'** va **q** tovushlari o'rtasida mavjud bo'lgan jarangli-jarangsizlik belgisi bo'yicha farqlanishyo'qolib, har ikki undosh bir xil **k** va **q** holida talaffuz qilinsaham, yozuvda **g** va **k, q** va g' harflari orqali yoziladi.

**403-mashq.** Quyidagi so'zlarni daftaringizga yozing. **Q** undoshining talaffuzi va imlosiga e'tibor bering.

Qaynoq, taroq, qishloq, sanoq, taqdim, taqsimot, qiziq, u yoq-bu yoq, o'roq, qo'rqoq, qo'shiq, maqsad, qumloq, o'tloq, buloq, so'roq, sovuq.

* 1. **mashq.** Nuqtalar o'rniga **g** yoki **k** harfini qo'yib, gaplarni ko'chiring. Ularning talaffuzi va imlosidagi farqlarni aytib bering.

l.Dushmanni ta...-tu...i bilan yo'qotib yubordi. 2. Tuflisining ta... charmi yeyilib ketibdi. 3. Matoga bar...simon gullar chizilgan edi. 4. Pa...-pa...ana bo'yi bor, yetti qavat to'ni bor.

* 1. **mashq.** So'z o'rtasi va oxirida **q** undoshining **g'** ga, **g** undoshining **k ga** aylanishiga misollar topib, gaplar tuzing.

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*IV. Mustahkamlash*

1. Qaysi undoshlar jarangli-jarangsizlik belgisiga ko'ra o'z juftlariga ega?

2.G va k, q va g' tovushlari so'z oxirida qanday talaffuz qilinadi?

**VI. Uyga vazifa**

**406 - mashq. Uyga topshiriq. «Ko'chat ekib, bog' qiling»** mavzusida **matn** tuzing, unda **q** va **g'** undoshi ishtirok etgan so'zlardan foydalaning

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: **Q, G'** UNDOSHLARI BILAN TUGAGAN SO'ZLARGA QO'SHIMCHALARNING QO'SHILISHI VA ULARNING IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

**406 - mashq. Uyga topshiriq. «Ko'chat ekib, bog' qiling»** mavzusida **matn** tuzing, unda **q** va **g'** undoshi ishtirok etgan so'zlardan foydalaning

1. Qaysi undoshlar jarangli-jarangsizlik belgisiga ko'ra o'z juftlariga ega?

2.G va k, q va g' tovushlari so'z oxirida qanday talaffuz qilinadi?

III. .Yangi mavzu bayoni

Xuddi shunday o'zaklarga egalik qo'shimchasi qo'shilganda, o'zak oxiridagi **q** undoshi **g'** ga aylanadi va shunday yoziladi. : Masalan: **bulog'i, qishlog'l**

**G’** undoshi bilan tugagan so'zlarga jo'nalish kelishigi 1 qo'shimchasi qo'shilganda o'zak va qo'shimcha qanday aytilishidan qat'i nazar o'zgarmaydi. Masalan: **bug 'ga, : bog'ga. \**

407-mashq, Rasm asosida «Bog'da» mavzusida hikoya tuzing. Unda **bog', o'rtoq, yoq (tomon)** kabi so'zlarni jo'nalish kelishigida hamda egalik qo'shimchalarida qo'llang.

408-mashq. Berilgan so'zlarga jo'nalish kelishigi va egalik qo'shimchalarini qo'shing va yuz bergan o'zgarishlarni izohlang. Bu so'zlardan ikkitasini bir gap ichida qo'llab, to'rt-beshta gap tuzing.

Yarog', butoq, o'rtoq, dog', bayroq, tog', o'choq, uzoq.

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*IV. Mustahkamlash*

1. Q va g' undoshlari o'zaro qaysi belgisiga ko'ra farqlanadi va bu undoshlar bilan tugagan o'zaklarga jo'nalish kelishigi qo'shimchasi qo'shilganda, qanday talaffuz qilinadi va yoziladi?

2. Q undoshi bilan tugagan o'zaklarga egalik qo'shimchasi qo'shilganda bu so'zda qanday o'zgarish ro'y beradi?

**VI. Uyga vazifa**

**409-mashq. Uyga topshiriq.** Ajratib ko'rsatilgan so'zlarni jo'nalish kelishigi hamda egalik qo'shimchasi bilan qo'llab ko'chiring. Ular ishtirokida gaplar tuzing.

1. Kun chiqar tomonda katta o'choq, qozonda sho'rva qaynab turibdi. (Ertakdan) 2. Hammamiz bir piyola-bir piyola bug'i chiqib turgan sutdan ichdik. (0'. Umarbekov) 3.Topgan bir dasta gul keltiradi, topmagan - bir bog' piyoz. (Maqol) 4. Tig' yarasi bitadi, til yarasi bitmas. (Maqol) 5. So'zning onasi -quloq, suvning onasi -buloq. (Maqol)

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: B,**M** UNDOSHLARIDAN OLDIN KELGAN **N**UNDOSHINING

TALAFFUZI VA IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

**409-mashq. Uyga topshiriq.** Ajratib ko'rsatilgan so'zlarni jo'nalish kelishigi hamda egalik qo'shimchasi bilan qo'llab ko'chiring. Ular ishtirokida gaplar tuzing.

1. Kun chiqar tomonda katta o'choq, qozonda sho'rva qaynab turibdi. (Ertakdan) 2. Hammamiz bir piyola-bir piyola bug'i chiqib turgan sutdan ichdik. (0'. Umarbekov) 3.Topgan bir dasta gul keltiradi, topmagan - bir bog' piyoz. (Maqol) 4. Tig' yarasi bitadi, til yarasi bitmas. (Maqol) 5. So'zning onasi -quloq, suvning onasi -buloq. (Maqol)

1. Q va g' undoshlari o'zaro qaysi belgisiga ko'ra farqlanadi va bu undoshlar bilan tugagan o'zaklarga jo'nalish kelishigi qo'shimchasi qo'shilganda, qanday talaffuz qilinadi va yoziladi?

2. Q undoshi bilan tugagan o'zaklarga egalik qo'shimchasi qo'shilganda bu so'zda qanday o'zgarish ro'y beradi?

III. .Yangi mavzu bayoni

**B, b** va **M,m** harflaridan oldin kelgan **n** harfi **m** holida o'qiladi, lekin **n** yoziladi.

**410 - mashq.** Quyida berilgan so'zlarning o'qilishi va imlosiga diqqat qiling. Ularni qo'llab gaplar tuzing.

Yakshanba, Susambil, o'n bir, bilganmi, bo'linma, Jomboy (tumani), manman, sunbula, tanbal.

\*411-mashq. **Tanbur** va **tambur** so'zlarining farqini tushuntiring. Bu so'zlar ishtirokida gap tuzing.

**412-mashq.** Gaplarni o'qing. **M** va **b, n** va **b** undoshlari yonma-yon kelgan so'zlarni toping. Ularning so'z turkumini, bu undoshiarning o'zak yoki qo'shimchalar tarkibida kelayotganini aniqlang.

l.Qorong'ida turtingan holda Otinbibi paydo bo'ldi. (Oybek) 2. Axir, u biror marta bo'lsin yoniga kelganmi, ovqat berganmi, iltifot ko'rsatganmi? (RaufTolib) 3. Bugun ham Julqunboydan eshitamizmi?- deb so'raydilar dadam. (Hakim Nazir)

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*IV. Mustahkamlash*

1. B va m undoshlaridan oldin n harfi kelgan to'rtta so'z yozing. N ning \* qanday o'qilishi va imlosini ayting?

2. B warn undoshlaridan oldin kelgan n undoshining m holida talaffuz qilinishi sababini ayta olasizmi?

**VI. Uyga vazifa**

413 - mashq. **Uyga topshiriq.** Hafta kunlari haqida hikoya tuzing, unda **nb (mb)** harflari yonma-yon kelgan so'zlar ishtirok etsin.

**Muallif: D. Haydarova**

**5-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINF ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: AYRIM HARFLAR IZOHI J, j harf va tovushi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

413 - mashq. **Uyga topshiriq.** Hafta kunlari haqida hikoya tuzing, unda **nb (mb)** harflari yonma-yon kelgan so'zlar ishtirok etsin.

1. B va m undoshlaridan oldin n harfi kelgan to'rtta so'z yozing. N ning \* qanday o'qilishi va imlosini ayting?

2. B warn undoshlaridan oldin kelgan n undoshining m holida talaffuz qilinishi sababini ayta olasizmi?

III. .Yangi mavzu bayoni

**J,j** harfi **jo'ja, jajji** kabi so'zlarda til oldi, portlovchi, jarangli tovushni ifodalaydi. **Jurnal, jirafa** kabi so'zlarda esa til oldi, sirg'aluvchi, jarangli tovushni ifodalash uchun qo'llaniladi.

**414-mashq.** Vatan haqidagi quyidagi hikmatlarni qalbinglzga jo qiling.

Vatan sajdagoh kabi bo'lmog'i lozim.

Yov kelganda qochganlar dinsiz, dilsizlardir. O'z jonini asrab kovaklarga berkinganlar iymonsizlardir! Ey, yosh yurtdoshim! Vatanga sadoqating - vijdoningga sadoqatingdir!

topshiriq. Vatan haqida bilgan hikmatlar va she'rlaringizdan ayting.

1-topshiriq. j harfi ishtirok etgan so'zlarni ko'chiring. Ularning talaffuzidag. farqni izohlang.

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*IV. Mustahkamlash*

1. J harfi qanday tovushlarni ifodalash uchun qo'llaniladi?

2. harfining yuqorida aytilgan ikkita vazifasini ko'rsatuvchi to'rtta misol keltiring.

**VI. Uyga vazifa**

♦ 416-mashq. **Uyga topshiriq.** O'zingiz yashab turgan qishloq (shahar) yoki mahalla nomining kelib chiqishi va ma'nosini buva, buvilaringiz yoki ota-onangizdan so'rab bilib, yozing.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: X, x va H, h HARFLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

1. 416 - mashqni tekshirish

416-mashq. **Uyga topshiriq.** O'zingiz yashab turgan qishloq (shahar) yoki mahalla nomining kelib chiqishi va ma'nosini buva, buvilaringiz yoki ota-onangizdan so'rab bilib, yozing.

B) Savollar orqali

1. J harfi qanday tovushlarni ifodalash uchun qo'llaniladi?

2. /harfining yuqorida aytilgan ikkita vazifasini ko'rsatuvchi to'rtta misol keltiring.

III. .Yangi mavzu bayoni

**X, x** harfi **q,g'** tovushlari bilan bir xil o'rinda, tilning orqa qismida hosil bo'ladigan undosh tovushni ifodalaydi.

**H, h** harfi esa bo'g'izda hosil bo'ladigan undosh tovushni ifodalaydi.

417-mashq. O'qing, jt va **h** undoshlarining talaffuziga e'tibor bering.

Paxta, xatar, shox, no'xat, taxta, baxt, shaxta, sinfxona, xil-xil. Ogoh, harf, shoh, halol, havaskor, hayvonot, hayot, suhbat, hil-hil.

\*418-mashq. **Shox** va **shoh, uxlamoq** va **uhlamoq** so'zlarining Jia'nosidagi farqni tushuntiring hamda ular ishtirokida gaplar tuzing.

419-mashq. Nuqtalar o'rniga **x** yoki **h** harflaridan talab qilinganini qo'yib ko'chiring.

1. Kechga borib, No'...atpolvon o'rnidan turib, u yoq-bu yoqqa pildirab yura boshlabdi. (Mirza Karim) 2. Ogo...lik - davr talabi. 3. Bolalarim, ...alol va ...aromning farqiga boringlar, - derdilar bobom. (Gazetadan) 4. Alifboda 26 ta ...arf va 3 ta ...arflar birikmasi bor. 5. Ro...at kelinoyi cho'pchakka usta, ajoyib gapdon ...otin

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IV. Mustahkamlash

1. X, x va H, h harflari ifodalagan tovushlar talaffuzda qanday farq " qilishini ayting?

2. X, x va H, h harflarini birini ikkinchisi o'rnida qo'llaganda, ma'noga ta'sir qiladigan so'zlarni keltiring

**VI. Uyga vazifa**

420 -mashq. **Uyga topshiriq.** «Halol va harom» mavzusida o'z fikrlaringizni yozma bayon qiling.

**Muallif: D. Haydarova**

5- SINFLAR UCHUN ONA TILI

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: F UNDOSHIINING TALAFFUZI VA IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqni tekshirish420 -mashq. **Uyga topshiriq.** «Halol va harom» mavzusida o'z fikrlaringizni yozma bayon qiling.

1. X, x va H, h harflari ifodalagan tovushlar talaffuzda qanday farq " qilishini ayting?

2. X, x va H, h harflarini birini ikkinchisi o'rnida qo'llaganda, ma'noga ta'sir qiladigan so'zlarni keltiring

**III. .Yangi mavzu bayoni**

**F** undoshi **fil,futbol** singari so'zlarda **p** holida o'qilsa ham, f bilan yoziladi.**Afzal, afg'on** kabi so'zlarda f undoshi, **p** yoki v holida o'qilsa ham, f bilan yoziladi

421 - mashq Quyida berilgan so'zlarni o'qing. **F** tovushining talaffuzi va imlosini izohlang.

Fidoyi, shafqat, xufton, taraf, iftixor, fitobar, daftar, fazo, toifa, urf, faxr, ifoda, jafokash, telegraf, saf, tanaffus, tufli.

**\*422Lmashq.** Kataklarda beshta so'z yashiringan. Birinchi so'z **J** bilan boshlanadi va oxirgi so'z shu harf bilan tugaydi. Har bir so'zning oxirgi harfi keyingi so'zning birinchi harfi hamdir. Ochqichdan foydalanib, so'zlarni o'qing.

1.Osmon so'zining ma'nodoshi (4 harf).

2.Quyosh so'zining ma'nodoshi (5 harf).

3.Yuz so'zining ma'nodoshi (3 harf).

4.Taraf so'zining ma'nodoshi (5 harf).

5.Foyda so'zining ma'nodoshi (3 harf).

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IV. Mustahkamlash

1. Quyidagi so'zlar o'rtasidagi ma'no farqlanishini ayting: faqir va paqir, • Ufa va upa, tuf va tup, fol va pol.

2, Misollar keltiring

**VI. Uyga vazifa**

423 - mashq

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Ng, ng harflar birikmasi va uning vazifalari

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) 423 mashqlar orqali

B) Savollar orqali

1. Quyidagi so'zlar o'rtasidagi ma'no farqlanishini ayting: faqir va paqir, • Ufa va upa, tuf va tup, fol va pol.

2, Misollar keltiring

III. .Yangi mavzu bayoni

Keng, eng, ming, yengil, singil, ko'ngil.kabi so’zlarda **Ng** harflar birikmasi bitta til orqa undoshini ifodalaydi. Bu harflar birikmasini ikkita alohida **n** va **g** undoshlarini ifodalovchi harflarning yonma-yon kelishidan farqlash lozim. Solishtiring: **shudring, ko'ngil, dengiz, singil; menga, osmonga, kongress, shtanga.**

424 - mashq. Awal **ng** undoshi ishtirok etgan so'zlarni, keyin alohida **n** va **g** tovushlari yonma-yon ishtirok etgan so'zlarni ko'chiring.

Menga, unga, ingramoq, kenglik, mingashmoq, dengiz, tanga, jiringlamoq, ko'ngil, alanga, sening, tonggi, tungi, dangasa, singil, donga, jonga.

425-mashq. Gaplarni ko'chiring, **ng** undoshi bo'lgan so'zlarni topib, ostiga chizing.

l.Ukam minib«saman oti»ni, «qilich» ushlab chiqibdi«jang»ga. (E. Vohidov) 2.Torga tor dunyo, kengga keng dunyo. (Maqol) 3. Qo'liga uch tanga berib, bolani rozi qilib jo'natibdi. 4. Ish ishtaha ochar, dangasa ishdan qochar. (Maqol)

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IV. Mustahkamlash

1. Ng nima uchun harflar birikmasi deyiladi?

2. Ng harflar birikmasi ishtirok etgan beshta so'z yozing.

**VI. Uyga vazifa**

426 - mashq. **Uyga topshiriq.** Inson qadriga yetish, yaqinlarini e'zozlash haqida hadis, maqollar, she'rlar toping. Ularni yod oling.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Sh va **Clu** harflar birikmalari hamda ularning vazifalari

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) 426 - mashqni tekshirish

426 - mashq. **Uyga topshiriq.** Inson qadriga yetish, yaqinlarini e'zozlash haqida hadis, maqollar, she'rlar toping.

B) Savollar orqali

1. Ng nima uchun harflar birikmasi deyiladi?

2. Ng harflar birikmasi ishtirok etgan beshta so'z yozing.

1. Yangi mavzu bayoni

Sh, sh harflar birikmasi bitta til oldi, sirg'aluvchi, jarangsiz undoshni ifodalaydi.

Eslatma: S va h yonma-yon kelib, alohida tovushlarni ifodalaganda, ular orasiga tutuq belgisi (') qo'yiladi.

Ch, ch harflar birikmasi bitta til oldi, portlovchi, jarangsiz undoshni ifodalaydi.

427-mashq. O'qing, bir tovushni ifodalagan harflar birikmalari qatnashgan so'zlarni ko'chiring.

Toshkent - O'zbekistondagi eng chiroyli va qadimiy shahar. U o'tmishda Shosh va Choch nomlari bilan atalgan. Uning yoshi ikki ming yildan ham ortiq. Keyingi yillarda shahar chiroyiga chiroy qo'shilmoqda. Katta-kichik xiyobonlar, keng va ko'rkam ko'chalar yanada obodonlashdi. Chet ellardan, dengiz orti mamlakatlardan ko'plab mehmonlar kelmoqdalar. Ko'chalar chetida chaman-chaman bo'lib ochilgan gullar yo'lovchilar bahri-dilini ochadi. («Gulxan»)

\*428-mashq. She'rdagi harflar birikmalari qatnashgan so'zlarga diqqat qiling. Ikkinchi misradagi **qoshingdan** so'zini izohlang.

Jilmayadi o'zida yo'q shod

Yangi oy ham ketmay qoshingdan.

Etak-etak olib koinot

Yulduzlarni sochar boshingan. (E. Vohidov)

♦ 429-mashq. **Soch, och, shosh** so'zlarining shakldoshlarini topib, ma'nosini tushuntiring, ular ishtirokida gaplar tuzing.

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IV. Mustahkamlash

1. Harflar nimaga nisbatan belgilanadi?

2.Bir tovushga bir harf to'g'ri keladigan holatlarni ayting.

3.Bir tovush ikki harf bilan ifodalanadigan holatlarni izohlang.

**VI. Uyga vazifa**

430-mashq. **Uyga topshiriq.** Dialogni diqqat bilan o'qing, qaysi imlo qoidasidan foydalanilayotganiga diqqat qiling.

-Menga qara, isming nima?

-Bilib turib nega so'raysan? Otim Is'hoq.

-Nega unda Ishoq deb yozding?

-Nima? Shundoq yoziladi o'zi: awal /, keyin s, keyin h, so'ng o va q.

-Noto'g'ri yozyapsan, o'qiganda Ishoq bo'lib qolyapti-ku?

-Nima qilish kerak?

-S bilan h orasiga tutuq belgisini qo'y. Shunda sen Ishoq emas, Is'hoq bo'lasan.(I. To 'lakov)

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Qo'sh undoshlar talaffuzi va imlosi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqni tekshirish

430-mashq. **Uyga topshiriq.** Dialogni diqqat bilan o'qing, qaysi imlo qoidasidan foydalanilayotganiga diqqat qiling.

-Menga qara, isming nima?

-Bilib turib nega so'raysan? Otim Is'hoq.

-Nega unda Ishoq deb yozding?

-Nima? Shundoq yoziladi o'zi: awal /, keyin s, keyin h, so'ng o va q.

-Noto'g'ri yozyapsan, o'qiganda Ishoq bo'lib qolyapti-ku?

-Nima qilish kerak?

-S bilan h orasiga tutuq belgisini qo'y. Shunda sen Ishoq emas, Is'hoq bo'lasan.(I. To 'lakov)

1. Savollar orqali

1. Harflar nimaga nisbatan belgilanadi?

2.Bir tovushga bir harf to'g'ri keladigan holatlarni ayting.

3.Bir tovush ikki harf bilan ifodalanadigan holatlarni izohlang.

III. .Yangi mavzu bayoni

Tarkibida yonma-yon bir xil undoshlar kelgan so'zlar qo'sh undoshli so'zlardir. **Ikki, chaqqon** kabi so'zlarda qo'sh undosh qismlari aniq talaffuz qilinadi va shunday yoziladi.

**Million, artilleriya** kabi so'zlarda kelgan qo'sh undoshlar bir undoshdek talaffuz etiladi, lekin qo'sh undosh bilan yoziladi.

**Gramm, metall** kabi so'zlar oxirida kelgan qo'sh undoshlardan biri talaffuzda tushirib qoldirilsa ham, yozuvda hamisha ifodalanadi.

Bunday undosh bilan tugagan so'zlarga qo'shimchalar i qo'shilganda, qo'sh undoshning biri yozilmaydi.

431-mashq. Berilgan so'zlarni o'qing, talaffuzini tahlil qiling va farqini tushuntiring. Ular ishtirokida gaplar tuzing.

Quvvat, qattiq, issiq, sodda, xuddi, pochcha, karra, murabbiy, do'ppi, yovvoyi, awal, jajji, arra, taraqqiyot, million, minnatdor, kilogramm, tanaffus, komissiya, milliard, grammatika, marra, zarra, qassob, g'ijjak.

432-mashq. Gaplardagi qo'sh undoshli so'zlarni ikki guruhga ajratib ko'chiring. Birinchi guruhga qo'sh undoshlarning biri talaffuz etiladigan so'zlarni, ikkinchisiga qo'sh undoshlarning ikkalasi ham aniq talaffuz qilinadigan so'zlarni yozing.

1. Hamma uylarda chiroq bor, ikkinchi qavatdagi bir xona qop- qorong'u. (X. To'xtaboyev) 2.Shu chog' artilleriya qismlari og'ir to'plar bilan ota boshladi. (Oybek) 3. Suvi mo'l-ko'l bog'larda yayrar ekansan bulbul. Qanotlaring mallarang, jussang kichikligidan ko'rinarkansan arang. (Aburahmon Akbar)

\*433-mashq. Berilgan so'zlar tarkibidagi qo'sh undoshlardan birini tushiring. Ma'noda qanday o'zgarish ro'y berganini ayting.

Ushshoq, yalla, qattiq, tilla, chinni, yo'lla.

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IV. Mustahkamlash

1. Qo'sh undoshli so'zlarni tushuntiring.

2.So'z o'rtasida kelgan qo'sh undoshlarning talaffuzi va imlosi haqida so'zlang.

3.So'z oxirida kelgan qo'sh undoshlarning talaffuzi va imlosiga misollar ayting.

**VI. Uyga vazifa**

434 - mashq.**.** Shu kunlarda o'zingiz mustaqil o'qiyotgan yoki adabiyot darsida o'rganayotgan asardan qo'sh undoshli so'zlar ishtirok etgan gaplarhan sakkizta topib yozing.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Tutuq belgisining ishlatilishi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqni tekshirish

434 - mashq.**.** Shu kunlarda o'zingiz mustaqil o'qiyotgan yoki adabiyot darsida o'rganayotgan asardan qo'sh undoshli so'zlar ishtirok etgan gaplarhan sakkizta topib yozing.

B) Savollar orqali

1. Qo'sh undoshli so'zlarni tushuntiring.

2.So'z o'rtasida kelgan qo'sh undoshlarning talaffuzi va imlosi haqida so'zlang.

3.So'z oxirida kelgan qo'sh undoshlarning talaffuzi va imlosiga misollar ayting.

III. .Yangi mavzu bayoni

Mo'jiza, mo'tabar, mo'tadil**f** Tutuq belgisi **a'lo, ra'no** kabi so'zlarda unlidan keyin kelib, uning cho'ziqroq aytilishini ifodalaydi.

**San’at, in'om** singari so'zlarda tutuq belgisi unlidan oldin qo'yiladi va unlini undoshdan ajratib talaffuz etilishini **j ifodalaydi.**

**Mo'jiza, mo'tadil** kabi so'zlarda **o'** unlisi cho'ziq talaffuz qilinsa ham tutuq belgisi qo'yilmaydi.

**435-mashq.** So'zlarni o'qing, tutuq belgisi nima uchun ishlatilayotganini aniqlang. So'zlar ishtirokida gaplar tuzing.

E'lon, she'r, qal'a, shu'la, qit'a, jur'at, da'vo, ma'no, qat'iy, ba'zan, e'tiqod, ne'mat.

436/-masluj. Berilgan har bir juftlikdagi so'zlarning ma'nosini izohlab, farqini tushuntiring. Ular ishtirokida gaplar tuzing.

san' at - sanat sur' at - surat qal' a - qala

she'r - sher sa'va - sava ta'na - tana

437-mashq. O'qing. Awal tutuq belgisi unli tovushlarni cho'zib talaffuz qilinishni, keyin unli bilan undoshni ajratib talaffuz qilinishni ifodalayotgan so'zlarni ko'chiring.

* + - 1. Zamira sun'iy ravishda bosiq bo'lishga urinar edi. (P. Qodirov) 2. Podsho vazir-u a'yonlari davrasida otdan tushib, tog' bag'riga qarabdi. (Mirza Karim) 3. Sening vujudingda mo'jizalar mavjudligini birinchi bor uchratgandayoq payqagan edim. (X. To 'xtaboyev)

IV. Mustahkamlash

1. Tutuq belgisi qanday vazifa bajaradi?

2.Qaysi vaqtda unli cho'ziq aytilsa ham tutuq belgisi qo'yilmaydi?

3.Unlidan oldin qo'yilgan tutuq belgisi qanday vazifa bajaradi?

**VI. Uyga vazifa**

438-mashq. **Uyga topshiriq.** «Ajdodlar merosi» mavzusida uy inshosini yozing. Rasmdan foydalaning.

Tayanch so' zlar: ajdod, avlod, meros, yodgorlik, me'mor, Amir Temur, Ulug'bek, Alisher Navoiy, Bobur, minora, kitob, olim, shoir, tarix, mangu, jahon, yashamoq, yaratmoq, qurmoq, qoldirmoq, qoyil qolmoq, tan olmoq

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Qator undoshlarning talaffuzi va imlosi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

438-mashq. **Uyga topshiriq.** «Ajdodlar merosi» mavzusida uy inshosini yozing. Rasmdan foydalaning.

Tayanch so' zlar: ajdod, avlod, meros, yodgorlik, me'mor, Amir Temur, Ulug'bek, Alisher Navoiy, Bobur, minora, kitob, olim, shoir, tarix, mangu, jahon, yashamoq, yaratmoq, qurmoq, qoldirmoq, qoyil qolmoq, tan olmoq

B) Savollar orqali

1. Tutuq belgisi qanday vazifa bajaradi?

2.Qaysi vaqtda unli cho'ziq aytilsa ham tutuq belgisi qo'yilmaydi?

3.Unlidan oldin qo'yilgan tutuq belgisi qanday vazifa bajaradi?

III. .Yangi mavzu bayoni

Bir bo'g'inida yonma-yon ikki xil undosh kelgan so'zlar

qator undoshli so'zlardir. So'z boshidagi qator undoshiar o'rtasiga yoki oldiga bir qisqa unli qo'shib talaffuz qilinsa ham bu qisqa unli yozilmaydi. **Go'sht, do'st, barg** kabi so'z oxirida kelgan qo'sh undosh- lardan biri talaffuzda tushib qolsa ham yozuvda ifodalanadi. **Paxta, nimcha, o'simlik** so'zlarida ham yonma-yon kelgan ikki undosh bor, lekin bu undoshlar bir bo'g'inda bo'Ima- ganligi uchun qator kelgan undoshlar hisoblanmaydi.

439 - mashq. Qator undoshlar kelgan so'zlarni ajratib, daftaringizga ko'chiring.

Hikmat, pand-nasihat, maslahat, baxt, do'stlik, g'isht, tabassum, farzand, foyda, qirq, to'xtamoq, broker, kompyuter, o'rtoq, ilhom, ko'rk, stul, ulkan.

440-mashq. Gaplardagi qator undoshlar kelgan so'zlarni toping. Ularning talaffuzi va yozilishini solishtiring.

1. Senga baxtdan taxt tilayman, toledan boshinggatoj. (E. Vohidov) 2. Kitobni qadrlamoq kerak, bu tafakkur qasriga izzat-ehtirom bilan qadam qo'ymoq lozim. (A. I. Gersen) 3. Ravon nutq - insonning ko'iki, fazilati. 4. Kapalak xursand bo'ldi, sevinib qanot qoqdi. (Zulfiya)

♦ 441-mashq. Quyidagi topshiriqlarni bajaring.

topshiriq. Metr, sabr, sayr, ilm so'zlari talaffuzi va yozilishini tahlil qiling. Shunday so'zlar qatorini kengaytiring.

topshiriq. Tong, ingramoq, tenglik so'zlaridagi ng birikmasini qator undoshlar sirasiga kiritish mumkinmi? Fikringizni isbotlang!

IV. Mustahkamlash

1. Qator undosh deganda qanday undoshni tushunasiz?

2. Qator undoshlar qanday talaffuz qilinadi va yoziladi?

**VI. Uyga vazifa**

442-mashq. **Uyga topshiriq.** «Do'st - do'stnifig oynasi» mavzusida mulohazalaringizni yozing.

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Mustahkamlash darsi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqni tekshirish

442-mashq. **Uyga topshiriq.** «Do'st - do'stnifig oynasi» mavzusida mulohazalaringizni yozing.

B) Savollar orqali

1. Qator undosh deganda qanday undoshni tushunasiz?

2. Qator undoshlar qanday talaffuz qilinadi va yoziladi?

III. .Yangi mavzu bayoni

1.Tilak, pishloq kabi so'zlarga egalik va kelishik qo'shimchalari

qo'shilganda, o'zakda qanday tovush o'zgarishi ro'y beradi?

2.B, m harflaridan oldin kelgan n harfining talaffuzi va imlosi haqida

gapiring.

3.X va h harflarining yozilishi haqida so'zlang.

4.J,f, sh, ch harflarining yozilishi haqida so'zlang.

belgisining ishlatilish o'rinlariga misollar keltiring

topshiriq. Qishlog'imiz, tilagimiz, tomog'im so'zlarida ro'y berayotgan tovush o'zgarishlarini ayting. So'ngra «So'zlar zanjiri» o'yinini tashkil qiling. O'qituvchi oxirgi tovushi o'zgargan so'zni aytib boshlab bergan o'yinni u turg'izgan o'quvchilar davom ettirishadi.

Namuna: Qaymog'i, tarog'ing, ko'magida...

topshiriq. Nuqtalar o'rniga f, sh, j, ch, n harflaridan mosini qo'yib so'zlarni ko'chiring, ularning aytilishi va yozilishiga izoh bering.

...aqat, sa...sata, sha...balik, L.ni, L.arachi, ...alokat, qaytasa...mi, L.sof, ...inoyat, sha...qat.

topshiriq. Quyidagi so'zlarning ichidan ng harfi bitta tovushni ifodalaydiganlarini ajratib oling va ular ishtirokida gaplar tuzing.

Bunga, tongga, so'nggi, arqonga, ko'nglim, bongi, jarangi, ingliz, arang, senga, o'shanga, minglab.

**V.MUSTAHKAMLASH**

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**VI. Uyga vazifa**

topshiriq. Uyga topshiriq. O'tilgan darslarda o'rgangan undoshlar talaffuzi va imlosi bo'yicha jadval tuzing hamda uni to'ldiring.

|  |  |  |
| --- | --- | --- |
| Undoshlar | Talaffuzi | Yozilishi |
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**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: BO'G'IN VA UNING TURLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqni tekshirish

topshiriq. Uyga topshiriq. O'tilgan darslarda o'rgangan undoshlar talaffuzi va imlosi bo'yicha jadval tuzing hamda uni to'ldiring.

|  |  |  |
| --- | --- | --- |
| Undoshlar | Talaffuzi | Yozilishi |
|  |  |  |

B) Savollar orqali

1.Tilak, pishloq kabi so'zlarga egalik va kelishik qo'shimchalari

qo'shilganda, o'zakda qanday tovush o'zgarishi ro'y beradi?

2.B, m harflaridan oldin kelgan n harfining talaffuzi va imlosi haqida

gapiring.

3.X va h harflarining yozilishi haqida so'zlang.

4.J,f, sh, ch harflarining yozilishi haqida so'zlang.

belgisining ishlatilish o'rinlariga misollar keltiring

III. .Yangi mavzu bayoni

Bir havo zarbi bilan aytilgan tovush yoki tovushlar **birikmasiga bo'g'in deyiladi.**

Bo'g'in unli tovushlar asosida hosil bo'ladi. Har bir bo'g'inda bitta unli qatnashadi, shuning uchun so'zda nechta unli bo'lsa, shuncha bo'g'in bo'ladi

So'zning o'zak va qo'shimchalariga ajralishi bilan bo'g'inlarga ajralishi teng emas: **go'sht-ni, barg-ga** so'zlarida o'zak va qo'shimchalar bilan bo'g'inlar teng kelayotgan bo'lsa, **go'sh-ti, bar-gi** so'zlarida teng emas.

Bo'g'inlar ikki turli bo'ladi: ochiq bo'g'in va yopiq bo'g'in. Unli bilan tugagan bo'g'in ochiq, undosh bilan tugagan bo'g'in : esa yopiq bo'g'in hisoblanadi. Masalan: **o-na, bo-la** so'zlaridagi har ikki bo'g'in ochiq, **tosh-lar** so'zidagi har ikki bo'g'in yopiq bo'g'indir.

**443-mashq.** Daftaringizga awal bir bo'g'inli, so'ngra ikki, uch, to'rt bo'g'inli so'zlarni ko'chirib yozing.

Sholi, qand, jonbaxsh, sinf, jimirlamoq, laylak, amalparast, dard, lazzat, bog', suvsizlik, a'lochi, qoloqlik, jimjimador, hashamatli.

**\*444-mashq.** «Davom ettiring» o'yinini tashkil qiling. Sinf taxtasiga yozilgan so'zga nechta bo'g'in qo'shish mumkin?

Namuna: sabr-siz-lik-dan.

**445-mashq.** Awal faqat ochiq bo'g'inli, keyin faqat yopiq bo'g'inli so'zlarni ajrating, farqini tushuntiring.

Latifa, g'alaba, san'at, sardor, qizg'in, kema, hujjat, uka, avj, a'lo.

IV. Mustahkamlash

1. Bo'g'in deb nimaga aytiladi?

2.Bo'g'inlar soni nimaning soniga teng keladi?

3.Ochiq va yopiq bo'g'in deganda qanday bo'g'inlarni tushunasiz?

**VI. Uyga vazifa**

446-mashq. **Uyga topshiriq.** So'zlar tarkibidan tushirib qoldirilgan bo'g'inlarni tiklang, ularga izoh bering.

Ada...yot, an...qa, ar...mas, be...noh, ...jayra, hoki...yat, mas'u...yat, namu..., sez...moq, yangi...moq, za...vat.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: BO'G'IN KO'CHIRISH QOIDALARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

446-mashq. **Uyga topshiriq.** So'zlar tarkibidan tushirib qoldirilgan bo'g'inlarni tiklang, ularga izoh bering.

Ada...yot, an...qa, ar...mas, be...noh, ...jayra, hoki...yat, mas'u...yat, namu..., sez...moq, yangi...moq, za...vat.

1. Bo'g'in deb nimaga aytiladi?

2.Bo'g'inlar soni nimaning soniga teng keladi?

3.Ochiq va yopiq bo'g'in deganda qanday bo'g'inlarni tushunasiz?

III. .Yangi mavzu bayoni

So'zlar qatorga sig'may qolganda bo'g'in ko'chirish qoidalari asosida keyingi qatorga olib o'tiladi.Birinchi yoki oxirgi bo'g'in bir tovushdan iborat bo'lsa, ular yakka holatda qoldirilmaydi. Keyingi qatorga **ibo-li, uka-si, ata-ma** tarzida ko'chiriladi.

**Sh, ch, ng** harflar birikmalari birgalikda ko'chiriladi: **pe-shana, Chir-chiq, ko'-ngil** kabi.

**2005, XXI, 5'\* >-sinf, «Navro'z - 2002», BMT** kabi so'zlar qatordan qatorga bo'lib ko'chirilmaydi.

447-mashq. Bo'g'in ko'chirish qoidalari buzilgan o'rinlarni topib izohlang. Ularni to'g'rilab daftaringizga ko'chirib yozing.

A-ka-de-mik, a-ri-za, o-i-la-viy, o-lam, o-ri-yat-li, mu-do-fa-a, to- le-i, zo-o-park, mu-o-ma-la, e-lak, e-shit-moq.

448-mashq. Matnni o'qing. Tagiga chizilgan so'zlar keyingi qatorga qanday ko'chirilishini ayting.

Ulug'bek madrasasi Samarqanddagi XV asr me'morchiligining nodir namunasi sanaladi. Bino Ulug'bekning farmoyishi bilan 1428-1429- yillarda Cho'lponota tepaligidagi Obirahmat arig'i bo'yida bunyod etilgan.

Rasadxona 3 qavatli bo'lib, balandligi 30.4 m ga teng bo'lgan.

* 1. mashq. **A. Oripov, 5 <<v>> - sinf, SamDU, 2010, «0'qituvchi-2002»** so'zlarini harflar bilan to'liq yozing. Ularning bo'g'inlarga qanday ko'chirilishini izohlang.

IV. Mustahkamlash

1. Bir tovushdan iborat bo'lgan bo'g'inlar keyingi qatorga ko'chiriladimi?

2.Sh, ch, ng harflar birikmasini ajratib ko'chirish mumkinmi?

3.Raqam bilan ifodalangan ko'p xonali sonlar, qisqartma so'zlar keyingi qatorga qanday ko'chiriladi?

**VI. Uyga vazifa**

* 1. mashq. **Uyga topshiriq.** Tarjimayi holingizni yozing. Unda bo'g'in ko'chirish qoidalariga qat'iy rioya qiling.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: URG'U VA UNING TURLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* 1. mashq. **Uyga topshiriq.** Tarjimayi holingizni yozing. Unda bo'g'in ko'chirish qoidalariga qat'iy rioya qiling.

B) Savollar orqali

1. Bir tovushdan iborat bo'lgan bo'g'inlar keyingi qatorga ko'chiriladimi?

2.Sh, ch, ng harflar birikmasini ajratib ko'chirish mumkinmi?

3.Raqam bilan ifodalangan ko'p xonali sonlar, qisqartma so'zlar keyingi qatorga qanday ko'chiriladi?

III. .Yangi mavzu bayoni

So'z bo'g'inlaridan yoki gapda ishtirok etayotgan so'zlardan birining boshqalariga nisbatan kuchliroq talaffuz **qilinishiga urg'u deyiladi.**

Urg'u ikki xil bo'ladi: 1) so'z urg'usi; 2) gap urg'usi.

So'z bo'g'inlaridan birining boshqalaridan kuchliroq talaffuz qilinishi **so'z urg'usi**, gap tarkibidagi so'zlardan birining boshqalaridan kuchliroq talaffuz qilinishi **gap urg'usi** yoki **mantiqiy urg'u** deyiladi.

Tilimizda so'z urg'usi ko'pincha so'zlarning oxirgi bo'g'i- niga tushadi. So'zda bo'g'inlar ko'payishi bilan urg'u ham oxirgi bo'g'inga ko'chib boradi. Yozuvda urg'u tushgan bo'g'in 1 yoki so'z tepasiga (') belgisini qo'yish bilan ifodalash mumkin. Masalan: **data, dalalar, dalalargd.** | Mantiqiy urg'u gap ichidagi biron-bir so'zga tushadi.

***Masalan:*** Buvijonim ***so'zlarini*** kutaman. (Yo 'Idosh I Sulaymon).

♦ 451-mashq. «Birni birov beradi, ko'pni - mehnat» deganda nimani tushunasiz? Uni izohlab har bir so'zdagi urg'uning o'rnini belgilang.

* 1. tmashq. Quyidagi so'zlarning urg'usini qo'yib ko'chirib yozing. So'ng ularning talaffuziga e'tibor bering.

Qachondir, zakovat, yozamiz, do'stlarcha, yuzta, fidokor, hammamiz,

\* A '"\* \* 5 y\*

hech qanday, har bir, o'qish, o'qishing, o'qishimiz, o'qishimizda.

* 1. mashq. Gaplarni bir-biriga solishtiring. So'z ma'nolarining urg'uga ko'ra farqlanayotganiga diqqat qiling.

l.Chin inson birovga yaxshilik ko'zlar. Ko'zlar inson qalbining oynasidir. 2. Bog'lar yil sayin ko'payib bormoqda. Balki endi arqonni mahkamroq bog'lar. 3. O'zbek qizlariga atlas ko'ylak juda yarashadi. Geografiya o'qituvchimiz darsga atlas olib kirdi.

*IV. Mustahkamlash*

1. Urg'u nima va uning qanday turlari bor?

2. Tilimizda so'z urg'usi ko'proq so'zning qaysi bo'g'iniga tushadi?

**VI. Uyga vazifa**

* 1. mashq. **Uyga topshiriq.** Quyidagi so'zlarni mantiqiy urg'u ostida keltirib, gaplar tuzing.

Pillakor, tantana, mamlakatimiz, daryolarga, sog'lomlashtirish, ajdodlar, temuriylar, musobaqa, ko'kalamzorlashtirish.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Gap urg’usi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* 1. mashq. **Uyga topshiriq.** Quyidagi so'zlarni mantiqiy urg'u ostida keltirib, gaplar tuzing.

Pillakor, tantana, mamlakatimiz, daryolarga, sog'lomlashtirish, ajdodlar, temuriylar, musobaqa, ko'kalamzorlashtirish

B) Savollar orqali

1. Urg'u nima va uning qanday turlari bor?

2. Tilimizda so'z urg'usi ko'proq so'zning qaysi bo'g'iniga tushadi?

III. .Yangi mavzu bayoni

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*IV. Mustahkamlash*

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**VI. Uyga vazifa**

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**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: TOVUSHLARNING ORTTIRILISHI VA TUSHIBQOLISHI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

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III. .Yangi mavzu bayoni

**Rost (ros), g'isht (g'ish)** kabi so'zlarning oxiridagi tovush talaffuzda tushib qoladi, ammo ular yozuvda saqlanadi.**Oid, shoir** so'zlarida esa ikki unli orasida talaffuzda **y**undoshi orttiriladi, lekin yozuvda asl holati saqlanadi.

**Singlisi, pasay** kabi so'zlardagi o'zgarish adabiy me'yor sanaladi.

* 1. mashq. So'zlarni imlo qoidalariga mos ravishda daftaringizga ko'chirib yozing. Sodir bo'layotgan o'zgarishlarga e'tibor bering.

Blan, istadion, birgada, qrov, brov, blyard, mlyon, brgalikda.

* 1. mashq. **Singil, ko'ngil, o'rin** so'zlariga egalik qo'shimchasini qo'shing, so'z o'zagida sodir bo'layotgan tovush o'zgarishlarini toping.
  2. mashq. Gaplarni daftaringizga ko'chiring. Qaysi so'zlarda tovush o'zgarishi hodisasi ro'y berayotganini toping.

l.Qornimga emas, qadrimga yig'layman. 2.0damning ko'ngli nozik. 3. Oltovlon ola bo'lsa, og'zidagin oldirar, to'rtovlon tugal bo'lsa, ko'kdagini undirar. 4. Koinotga sig'mas kuching bo'lsa ham, zaiflarga ozor berma.

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*IV. Mustahkamlash*

1. Tovushlarning tushib qolishiga misollar ayting.

2. Qanday so'zlarda tovush orttirilishi kuzatiladi?

**VI. Uyga vazifa**

* 1. mashq. «Stadionda» mavzusida hikoya yozib keling. Unda tovush o'zgarishiga uchragan so'zlardan foydalaning.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: UNLILAR TALAFFUZI VA IMLOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* 1. mashq. «Stadionda» mavzusida hikoya yozib keling. Unda tovush o'zgarishiga uchragan so'zlardan foydalaning.

B) Savollar orqali

1. Tovushlarning tushib qolishiga misollar ayting.

2. Qanday so'zlarda tovush orttirilishi kuzatiladi

III. .Yangi mavzu bayoni

1. O'zbek tilida nechta unli tovush bor?

2.I va u unli tovushlarining aytilishi va imlosi haqida so'zlab bering.

3.O' unlisining aytilishi va imlosi qanday?

4.A va o unlilarining aytilishi va imlosi haqida nimalarni bilasiz?

**5.E** unlisining talaffuzi va imlosi ha qida nimalarni bilasiz?

459-mashq. Nuqtalar o'rniga tushirib qoldirilgan unli harflarni qo'yib, gaplarni daftaringizga ko'chiring.

1. Shirin uyq...dan voz kechib, kitoblarga do'st tut...ngan inson vaqtlar o'tib kamol..tga erishadi. 2. Xalq e'zozi inson uch...n eng oliy mukof...tdir. 3. Xalq uchun o'z umrini baxshida etgan insonning nomi hech qachon un...tilmaydi.

\*460-mashq. So'zlardagi xato yozilgan o'rinlarni toping, ularni to'g'rilab, gaplar tuzing.

Jangovor, fidoyi, tushintirmoq, qoyida, pshiqchilik, tushkin, xursan bo'lmoq.

* + - 1. mashq. Gaplarni o'qib, xato yozilgan so'zlarni to'g'rilang. So'zlarning aytilishi va imlosini izohlang.

Ey farzan! Har bir qadamingni o'ylab bos. Mulohaza blan ish qil. Zomonga munosib bo'l. O'zingni oliy toifa deb ko'rsatma, amal va boyliging bilan g'ururlanma. Doyimo kamtar bo'l, xalqqa xizmat qil.

Kamtarga komol, manmanga zavol, degan maqolni aslo unitma. Bu sening shioring bo'lsin.

IV. Mustahkamlash

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V. Baholash mezoni

Ishtirokiga qarab

**VI. Uyga vazifa**

* + - 1. mashq. **Uyga topshiriq.** «Kamtarlik - ulug' fazilat» mavzusida hikoyacha yozing. Unli tovushiarning aytilishi va imlosiga alohida diqqat qiling.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Ayrim undoshlar talaffuzi va imlosi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* + - 1. mashq. **Uyga topshiriq.** «Kamtarlik - ulug' fazilat» mavzusida hikoyacha yozing. Unli tovushiarning aytilishi va imlosiga alohida diqqat qiling.

B) Savollar orqali

1. O'zbek tilida nechta unli tovush bor?

2.I va u unli tovushlarining aytilishi va imlosi haqida so'zlab bering.

3.O' unlisining aytilishi va imlosi qanday?

4.A va o unlilarining aytilishi va imlosi haqida nimalarni bilasiz?

**5.E** unlisining talaffuzi va imlosi ha qida nimalarni bilasiz?

III. .Yangi mavzu bayoni

1. Jarangli undoshlarning so'z oxirida jarangsizlanishiga misollar keltiring.

2. Q ning g' ga, rfning t ga o'tishi qanday so'zlarda kuzatiladi.

3.Ng harfining yozilishi haqida gapirib bering.

4.Sh va ch harflari qaysi o'rinlarda qanday yoziladi?

5. Q va g' undoshlari bilan tugagan so'zlarga egalik va kelishik

qo'shimchalarini qo'shing.

6.Qo'sh va qator undoshlarning talaffuzi va imlosi haqida so'zlab bering.

7.Tutuq belgisining ishlatilish o'rinlarini tushuntiring.

mashq. So'zlarni daftaringizga ko'chiring. So'ng ularni talaffuz qilib, aytilishi va imlosi o'rtasidagi farqlarni toping.

Hisob-kitob, avtobus, nafas, fazilat, Yusuf, daromad, dasht, qasd, mahsulot, himoya, jarroh, g'irrom, masofa.

mashq. Gaplarni o'qing, tagiga chizilgan so'zlar tarkibida kelayotgan undosh tovushlarga tavsif bering, ularni lab undoshlari, til undoshlari va bo'g'iz undoshiga ajratib yozing.

Har bir ota-ona o'zfarzandiga shunday deydi:

- O'qi, o'rgan, tiklan, otameros Vatanga jonkash. jonkuvar bo'l. xoindan hazar qil. Xiyonatning din-u millati bo'lmaydi. Vataningni asra. Yuraging mehr-u muhabbatga to'hq bo'lsin.

Bu ishda senga kitoblar yaqindan yordam beradi. (R. Xalilova)

\*465-mashq., Boshqotirmani to'g'ri yechsangiz, Alisher Navoiyning hunar haqidagi hikmatli so'zini o'qiysiz. Undagi tushirilgan undosh tov ushlarga tavsif bering.

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| 0 |  | I |  |  | u |  |  | 0 |  |  | A |  | u |  | E |  |  | U |  |  | I |  | O |  | I |  |

*IV. Mustahkamlash*

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**V. Baholash mezoni**

Ishtirokiga qarab

**VI. Uyga vazifa**

466-mashq. **Uyga topshiriq.** Bolalarga bag'ishlangan teleko'rsatuv- larning biriga maktub yozing. Unda ishlatilgan undosh tovushlarga izoh berishga hozirlaning.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Qo'sh va qator undoshlar talaffuzi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

466-mashq. **Uyga topshiriq.** Bolalarga bag'ishlangan teleko'rsatuv- larning biriga maktub yozing. Unda ishlatilgan undosh tovushlarga izoh berishga hozirlaning.

B) Savollar orqali

1. Jarangli undoshlarning so'z oxirida jarangsizlanishiga misollar keltiring.

2. Q ning g' ga, rfning t ga o'tishi qanday so'zlarda kuzatiladi.

3.Ng harfining yozilishi haqida gapirib bering.

4.Sh va ch harflari qaysi o'rinlarda qanday yoziladi?

5. Q va g' undoshlari bilan tugagan so'zlarga egalik va kelishik

qo'shimchalarini qo'shing.

6.Qo'sh va qator undoshlarning talaffuzi va imlosi haqida so'zlab bering.

7.Tutuq belgisining ishlatilish o'rinlarini tushuntiring

III. .Yangi mavzu bayoni

1. Undoshlar so'zlarning qayerida yonma-yon kelishi mumkin?

2. Tilla, qattiq so'zlari tarkibida kelayotgan qo'sh undoshlardan biri tushib qolsa, ma'noda qanday o'zgarish sodir bo'ladi?

3. Zulm, amr, dastyor so'zlarining aytilishi va imlosini tushuntiring.

mashq. So'zlarni o'qing. Bir xil undoshlarning yonma-yon kelishiga e'tibor bering. Ular ishtirokida ga’lar tuzing.

Illat, barra, varrak, diqqat, dakki, himmat, qissa, quwat, qulluq, tavakkal, tizza, varrak.

mashq. Quyidagi so'zlar ishtirokida ga’lar tuzing.

Haqqoniyat, rassom, allakim.

mashq. Quyidagi so'zlar tarkibida kelayotgan undoshlarga diqqat qiling, ularning aytilishi va imlosini tushuntiring.

Aks-sado, amr-farmon, jabr-zulm, jahd, sarv, xaij qilmoq, elektr, qulf, hukm.

IV. Mustahkamlash

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**V. Baholash mezoni**

Ishtirokiga qarab

**VI. Uyga vazifa**

mashq. **Uyga to’shiriq.** Qator undoshlar ishtirok etgan so'zlarga misollar yozing.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Bo'g'in ko'chirish qoidalari. tovushlarning orttirilishi va

tushib qolishi

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

mashq. **Uyga to’shiriq.** Qator undoshlar ishtirok etgan so'zlarga misollar yozing.

B) Savollar orqali

1. Undoshlar so'zlarning qayerida yonma-yon kelishi mumkin?

2. Tilla, qattiq so'zlari tarkibida kelayotgan qo'sh undoshlardan biri tushib qolsa, ma'noda qanday o'zgarish sodir bo'ladi?

3. Zulm, amr, dastyor so'zlarining aytilishi va imlosini tushuntiring.

III. .Yangi mavzu bayoni

1. Bo'g'in deb nimaga aytiladi?

2. Ochiq bo'g'in nima?

3.Yo’iq bo'g'inga misollar keltiring.

4.Tovush tushishi qanday so'zlarda sodir bo'ladi?

5.Qaysi so'zlarda tovush orttirilishi hodisasi kuzatiladi?

*IV. Mustahkamlash*

A) mashqlar orqali

mashq. So'zlarni bo'g'in ko'chirish qoidalariga mos ravishda bo'g'inlarga ajrating.

Arafa, adolat, a'zolik, murojaat, mo'tabar, mo'jizakor, karaxt, taxt, tur’, Surxondaryo, Sherobod, Alisher.

mashq. Ga’lardagi xato yozilgan so'zlarni imlo qoidalariga mos ravishda ko'chiring. Bu so'zlarning aytilishi va yozilishi o'rtasidagi farqlarni tushuntiring.

1. Fikir-mulohazalarimni qog'ozga tushurishga urindim. 2. O'tgan haftada o'qituvchimiz bilan tiyatrga borgan edik. 3. Qo'shnimizning Absalom va Abjabbor ismli o'g'illari bor. 4. Sinfdoshim Karimjon katta bo'sa artis bo'moqchi.

\*473-mashq. Ikki guruhga bo'lining. Birinchi guruh so'zlarda tovush tushib qolishiga, ikkinchi guruh tovush orttirilishiga misollar aytsin. O'yin tomonlardan biri misol ayta olmay qolguncha davom etadi.

IV. Mustahkamlash

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**VI. Uyga vazifa**

474-mashq. **Uyga to’shiriq.** Quyidagi chaynvordni yeching. Kent so'zi bilan tugallanadigan shahar nomlarini to’ing. Talaffuzda **t** tovushining tushib qolishiga e'tibor bering.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Takrorlash

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

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III. .Yangi mavzu bayoni

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*IV. Mustahkamlash*

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**VI. Uyga vazifa**

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**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: LEKSIKOLOGIYA HAQIDA SUHBAT

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) Savollar orqali

III. .Yangi mavzu bayoni

Tilimiz nihoyatda boy va rang-barang. Bir tushunchani turfa so'zlar vositasida ifodalash bilan birga, o'zingizning turli xil munosabatingizni ham ifodalashingiz mumkin. Masalan: jilmaymoq, miyig'ida kulmoq, kulmoq, tabassum qilmoq, xaxolamoq, qah-qah otmoq, tirjaymoq, ishshaymoq kabi o'ndan ortiq so'zlar orqali kulish holatini ifodaiaysiz va shu bilan birga kulayotgan shaxsga o'zingizning ijobiy yoki salbiy bahongizni berasiz.

Musiqa asboblari, masalan, dutorni olaylik. Dutor o'zidan turli-tuman ovoz chiqarish imkoniyatiga ega, lekin undan hamma har xil foydalanadi.

Agar ustasining qo'liga tushsa, u shunday sayraydiki, yurakni sel qiladi. So'z ham shunday. Uni qanday jilolantirish, qanday sayratish so'zlovchi mahoratiga bog'liq. Siz so'zlardan mahoratli foydalanishni o'rganing.

Leksikologiya yunoncha lexikos -«lug'at», logos-«ta'limot» so'zlaridan olingan bo'lib, so'z haqidagi, to'g'rirog'i, so'z ma'nolari haqidagi ta'limotdir.

475-mashq. Tuyuqni o'qing, **yoz** so'zlarining qanday ma'nolarda kelayotganini tushuntiring. Har biriga bittadan ga’ tuzing.

Taqdirni qo'ling bilan yoz, Mehring bilan qishni qilgin yoz, Erkinlikning osmonida uch, Maqsad sari qanotingni yoz.

(Hamid Nuriy)

476-mashq. Nuqtalar o'rniga qavs ichida berilgan so'zlardan mosini qo'yib ko'chiring. Nima uchun aynan shu so'zni tanlaganingizni izohlang.

1. Uning dastxati ... (chiroyli, go'zal, suluv) ekan. 2. Bu elda har qanday dushmanga yuzlasha oladigan ... (qahramon, jasur, botir) xalq yashaydi. 3. Shahrimizda birin-ketin... (buyuk, katta) binolar qad ko'tarmoqda.

477-mashq. Quyidagi so'z birikmalari yordamida ga’lar tuzing, ma'nolarini tushuntiring.

Ko'chaning boshi, kelinchak bahor, kumush qish, ‘o'lat iroda.

IV. Mustahkamlash

1. Leksikologiya deb tilshunoslikning qanday bo'limiga aytiladi?

2. Yemoq so'zi o'rnida qanday so'zlarni qo'llash mumkin? Ular o'rtasida qanday ma'no farqi borligini ayting.

3.. Yosh so'zi qanday ma'nolarni bildiradi? Har bir ma'nosini ga’ ichida keltirib asoslang.

**VI. Uyga vazifa**

478-mashq. **Uyga to’shiriq.** «Yurtimizda yuz berayotgan o'zgarishlar» mavzusida mulohazalaringizni yozing.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: SO'ZNING ATASH MA'NOSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

478-mashq. **Uyga to’shiriq.** «Yurtimizda yuz berayotgan o'zgarishlar» mavzusida mulohazalaringizni yozing.

B) Savollar orqali

1. Leksikologiya deb tilshunoslikning qanday bo'limiga aytiladi?

2. Yemoq so'zi o'rnida qanday so'zlarni qo'llash mumkin? Ular o'rtasida qanday ma'no farqi borligini ayting.

3.. Yosh so'zi qanday ma'nolarni bildiradi? Har bir ma'nosini ga’ ichida keltirib asoslang.

III. .Yangi mavzu bayoni

So'zlarning borliqdagi qanday narsa-hodisalar, belgi,xususiyatlar, harakat-holatlarni bildirishi uning atash ma'nosi sanaladi.Faqat mustaqil so'zlargina atash ma'nosiga ega bo'ladi. Olmoshlar bundan mustasno. Ular atash ma'nosiga ega bo'lgan so'zlarga ishora qiladi.

479-mashq. Ga’ning mazmunidan kelib chiqib, nuqtalar o'rniga mos keladigan so'zlarni qo'yib ko'chiring.

Namuna: Shoshilayotgan odam... yuradi. -Shoshilayotgan odam tez yuradi.

1. ... manzarani ko'rib ko'z quvnaydi. 2. Sumalak - xushxo'r va tansiq .... («0'zbek taomlari»dan) 3. Qadim zamonda Chin mamlakatida bir ulug' xoqon ... ekan. (Navoiy)

Tayanch so'zlar: to'‘, futbol, s’ort, kurash, musobaqa, shaxmat, jamoa, o'ynamoq, sog'lom, o'smoq, yugurmoq, te’moq, e'tibor bermoq, rivojlanmoq, tomosha qilmoq

* 1. mashq. Quyida berilayotgan so'zlarning atash ma'nolarini izohlang.

Yugurmoq, bino, kollej, yashil, beshinchi, kutmoq, baland, uchta, qalam, javob bermoq, chiroyli, sakramoq, sakkiz, ikki, quvnoq, aytmoq, o'n ikki, deraza, o'ntacha.

IV. Mustahkamlash

1. Atash ma'nosi deb qanday ma'noga aytiladi?

2. Qanday so'zlar atash ma'nosiga ega?

3. Oltita mustaqil so'z yozib, ularning atash ma'nolarini ayting.

**VI. Uyga vazifa**

* 1. mashq. **Uyga to’shiriq.** Beshta ga’ tuzing. Har bir ga’da narsa-hodisa, belgi-xususiyat hamda harakat-holatlarni ifodalovchi so'zlar ishtirok etsin.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: BIR MA'NOLI VA KO'‘ MA'NOLI SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

1. Atash ma'nosi deb qanday ma'noga aytiladi?

2. Qanday so'zlar atash ma'nosiga ega?

3. Oltita mustaqil so'z yozib, ularning atash ma'nolarini ayting.

B) Savollar orqali

III. .Yangi mavzu bayoni

So'zlar bir ma'noli va ko'‘ ma'noli so'zlarga bo'linadi.**O'n, Tashkent, Mirzacho'l** singari aniq bir ma'noni ifodalashuchun qo'llanilgan so'zlar bir ma'noli so'zlar sanaladi.Nutqiy jarayonda ikki va undan ortiq ma'noda qo'llanuvchiso'zlarga ko'‘ ma'noli so'zlar deyiladi.

*IV. Mustahkamlash*

A) mashqlar orqali

483-mashq.^Ko'‘ ma'noli so'zlarning ma'nosini izohlang.

1.0'zbekistonning Davlat tili-o'zbek tilidir. 2. Razvedkachilarga «til» tutib kelish to’shirilgan edi. 3. Shoir boshini birdan ko'tardi. (Oybek) 4. Ochilgan ‘axtani bir boshdan teringlar.

\*484-mashq; Awal bir ma'noli, keyin esa ko'‘ ma'noli so'zlarni ko'chiring. Ko'‘ ma'noli so'zlarning har bir ma'nosi asosida ga’ tuzing.

Og'iz, geografiya, geometriya, qo'l, oyoq, maktab, bo'g'in, torn, o'tmas, dasturxon, oshxona, kitob, non, iflos.

* + 1. mashq. Quyidagi birikmalardagi ko'‘ ma'noli so'zni to’ing, qanday ma'no ifodalayotganini izohlang.

Iliq munosabat, qalb izhori, chuqur tekshirmoq, xira odam, istiqbol yo'li, sovuq xabar.

IV. Mustahkamlash

1. Qanday so'zlarga bir ma'noli so'zlar deyiladi?

* + - 1. Qanday so'zlarga ko'‘ ma'noli so'zlar deyiladi?
      2. Bir ma'noli va ko'‘ ma'noli so'zlarga misol keltiring.

**VI. Uyga vazifa**

* + 1. mashq **Uyga to’shiriq.** «0'zbek tilining izohli lug'ati»dan**‘eshana, burun, og'iz, tish, quloq, yuz, bel** so'zlarining ma'no turlarini aniqlang. Ular ishtirokida ga’lar tuzing.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: SO'ZNING O'Z VA KO'CHMA MA'NOLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

1. - mashq **Uyga to’shiriq.** «0'zbek tilining izohli lug'ati»dan**‘eshana, burun, og'iz, tish, quloq, yuz, bel** so'zlarining ma'no turlarini aniqlang. Ular ishtirokida ga’lar tuzing.

B) Savollar orqali

1. Qanday so'zlarga bir ma'noli so'zlar deyiladi?

2.Qanday so'zlarga ko'‘ ma'noli so'zlar deyiladi?

3.Bir ma'noli va ko'‘ ma'noli so'zlarga misol keltiring.

III. .Yangi mavzu bayoni

So'zlarning nutq jarayoniga bog'liq bo'lmagan atash \* ma'nosi o'z ma'no sanaladi.

So'zning nutqda boshqa so'zlarga bog'lanib hosil qiladigan yondosh ma'nosi ko'chma ma'no hisoblanadi. Masalan: **Odamning qulog'i-** o'z ma'noda, **qozonning qulog'i-**ko'chma ma'noda.

O'z va ko'chma ma'no birikib ko'‘ ma'noli so'zni hosil qiladi!

487-mashq. Ga’larni o'qing. So'zlarning qaysi ma'noda qo'llanganligini aniqlab, o'zlari bog'langan so'zlar bilan birgalikda o'z ma'no va ko'chma ma'no sarlavhasi ostida ikki ustunga ajratib yozing.

1. Osmon uzoq, yer qattiq. (Maqol) 2. Qattiq ovoz eshitildi. 3. Uy su’urilgan, toza. 4. Do'stimning qalbi ‘ok, toza.

♦ 488-mashq. **Gul, shirin, issiq** so'zlarining har biriga ikkitadan ga’ tuzing. 1-ga’da o'z ma'nosida, 2-ga’da ko'chma ma'noda kelsin.

48^f-mashq. Ga’larni ko'chiring. Nuqtalar o'rniga qavs ichidagi zarur so'zlarni qo'ying. Ma'nosini izohlang.

1. Yo'ldoshboy soy ... ‘astga tomon qiyalab yurdi. (Habib No'mon) 2. Farzandlari yo'q, haligacha ... zor ular. 3. Eshitgan ... nima deydi. 4. Ishning... bilishini qarang-a. (Ch. Aytmatov)

(Tirnoqqa, yoqasidan, quloq, ko'zini).

\*490-mashq. a) quyidagi so'zlarning o'z va ko'chma ma'noda qo'llanishini ko'rsatuvchi ga’lar tuzing; b) ular o'rtasidagi ma'no tafovutiga e'tibor bering.

Yer, maktab, qosh, ko'z, etak.

IV. Mustahkamlash

1. So'zning o'z ma'nosi deganda nimani tushunasiz?

2. Ko'chma ma'no deb qanday ma'noga aytiladi?

3. Tosh so'zining o'z va ko'chma ma'nosini aniqlang.

**VI. Uyga vazifa**

491-mashq. **Uyga to’shiriq.** Quyida berilgan so'zlar qavs ichidagi so'zlar bilan biiikib qanday ma'no anglatishini tushuntiring. Ular ishtirokida ga’lar tuzing.

Qattiq (yong'oq, sovuq, uyqu), yumshoq (non, ovoz, tovush, suv), olmoq (majburiyat, asir, ketmon), ochmoq (yo'l, oyna, o't).

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: SHAKLDOSH SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

491-mashq. **Uyga to’shiriq.** Quyida berilgan so'zlar qavs ichidagi so'zlar bilan biiikib qanday ma'no anglatishini tushuntiring. Ular ishtirokida ga’lar tuzing.

Qattiq (yong'oq, sovuq, uyqu), yumshoq (non, ovoz, tovush, suv), olmoq (majburiyat, asir, ketmon), ochmoq (yo'l, oyna, o't).

B) Savollar orqali

1. So'zning o'z ma'nosi deganda nimani tushunasiz?

2. Ko'chma ma'no deb qanday ma'noga aytiladi?

3. Tosh so'zining o'z va ko'chma ma'nosini aniqlang.

III. .Yangi mavzu bayoni

Aytilishi va yozilishi bir xil bo'lib, turli atash ma'nolarini bildirgan so'zlarga shakldosh so'zlar deyiladi.

Shakldosh so'zlar bir qarashda ko'‘ ma'noli so'zlarga o'xshab ketadi. Ularni bir-biridan farqlash kerak. Ko'‘ ma'noli | so'zlar bir so'zning o'z va ko'chma ma'nolarida qo'llashdan hosil bo'ladi. Shakldosh so'zlar esa shakli o'xshash ikki va j undan ortiq so'zlardir.

\*492-mashq. Tuyuqni o'qing. Shakldosh so'zlarni aniqlab, ma'nosini tushuntiring. Bu she'rdan o'zingizga qanday xulosa chiqarganingizni ayting

Yoshliging g'animat, bolam, o'sib, un, Chiqarma behuda sado hamda un. Ko'r, quyosh tig'ida va tegirmonda Ezilib so'ng aziz bo'ldi bug'doy-un.

(A. Abdumalikov)

**IV. Mustahkamlash**

1. Shakldosh so'zlar deb qanday so'zlarga aytiladi?

2.Shakldosh so'zlarning ko'‘ ma'noli so'zlardan farqini tushuntiring.

3.Shakldosh va ko'‘ ma'noli so'zlarga ikkitadan misol keltiring.

**VI. Uyga vazifa**

* 1. mashq. **Uyga to’shiriq.** Awal shakldosh so'zlar qo'llangan ga’lar juftligini, keyin ko'‘ ma'noli so'zlar ishtirok etgan ga’lar juftligini ko'chiring.

1. Hech bo'lmaganidan ko'ra kech bo'lgani yaxshi. (Maqol) Bir qoshiq qonidan kech bu bechoraning. (Ertakdan) 2. Maktabda «0'tkir zehnlilar» musobaqasi bo'lib o'tdi. O'tkir boltasi bo'lsa-yu, shart bir daraxtni kesib yelkaga olib jo'nasa. (Oybek) 3. Qorong'u kechada ko'kka ko'z tikib, eng yorug' yulduzdan seni so'rayman. (Cho I’on)

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: UYADOSH SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* 1. mashq. **Uyga to’shiriq.** Awal shakldosh so'zlar qo'llangan ga’lar juftligini, keyin ko'‘ ma'noli so'zlar ishtirok etgan ga’lar juftligini ko'chiring.

1. Hech bo'lmaganidan ko'ra kech bo'lgani yaxshi. (Maqol) Bir qoshiq qonidan kech bu bechoraning. (Ertakdan) 2. Maktabda «0'tkir zehnlilar» musobaqasi bo'lib o'tdi. O'tkir boltasi bo'lsa-yu, shart bir daraxtni kesib yelkaga olib jo'nasa. (Oybek) 3. Qorong'u kechada ko'kka ko'z tikib, eng yorug' yulduzdan seni so'rayman. (Cho I’on

B) Savollar orqali

1. Shakldosh so'zlar deb qanday so'zlarga aytiladi?

* + 1. Shakldosh so'zlarning ko'‘ ma'noli so'zlardan farqini tushuntiring.
    2. Shakldosh va ko'‘ ma'noli so'zlarga ikkitadan misol keltiring.

III. .Yangi mavzu bayoni

Bir mazmuniy uyaga (guruhga) mansub bo'lgan so'zlar **uyadosh so'zlar** deyiladi.

Tilimizdagi barcha so'zlar ongimizda ma'lum mazmuniy **j** uyalarga birlashgan holda saqlanadi. Bu esa so'zlarning xotirada oson saqlanish va nutqiy jarayonda ulardan oson **foyd**alanish imkonini beradi.

* 1. mashq. Quyida berilgan so'zlarni **qo'y** va **qoramol** so'zlari ostiga birlashtirib yozib chiqing.

Buzoq, qo'zichoq, qorako'l terisi, sigir, sovliq, nowos, qo'chqor, jun, buzoqboqar, qo'ychivon.

* 1. mashq. **G'o'za** so'zi uyasiga birlashadigan so'zlarni aniqlang. Bu uyaga yana qanday so'zlarni kiritish mumkin?

G'o'za tolasi uchun ekiladigan texnika ekinlaridan biri. ‘axta tolasidan i’ yigiriladi, undan xilma-xil gazmol to'qiladi.

Chigitidan moy olinadi, undan sovun ham tayyorlanadi.

Chigit chiqindisidan olinadigan kunjara mahsuloti chorva hayvonlari uchun to'yimli ozuqa hisoblanadi.

* 1. mashq. Ikki guruhga bo'lining. Har bir guruhdan bittadan o'quvchi sinf taxtasi yoniga chiqsin. Birinchi guruh vakili uy hayvonlari, ikkinchi guruh vakili yowoyi hayvonlar sarlavhasi ostida misollar yozsin.

Namuna: 1-guruh 2-guruh

ot yo'lbars

IV. Mustahkamlash

1. Qanday so'zlarga uyadosh so'zlar deyiladi?

\* 2. Uy-ro'zg'or buyumlari uyasiga oid so'zlarni ayting.

**VI. Uyga vazifa**

500-mashq. **Uyga to’shiriq.** Rasmga sarlavha to’ing, so'ng mazkur sarlavha ostiga birlashadigan so'zlarni belgilab, ularni ko'chiring.

Tayanch so'zlar:‘oliz, dala, qovun, tarvuz, handalak,hosil, bahor, kuz, chayla, shirin, ‘ishmoq, uzmoq, yordam bermoq, tashimoq, mamnun bo'lmoq

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: ‘ARONIMLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

500-mashq. **Uyga to’shiriq.** Rasmga sarlavha to’ing, so'ng mazkur sarlavha ostiga birlashadigan so'zlarni belgilab, ularni ko'chiring.

B) Savollar orqali

1. Qanday so'zlarga uyadosh so'zlar deyiladi?

2. Uy-ro'zg'or buyumlari uyasiga oid so'zlarni ayting.

III. .Yangi mavzu bayoni

Faqat bir tovushi bilan farqlanuvchi, lekin bir xil talaffuz **v qilinadigan so'zlarga ‘aronimlar deyiladi.** Talaffuzi yaqin bo'lganligi uchun bunday so'zlarni bir- 1 biri bilan almashtirib qo'yish ehtimoli bor. Nutqingizni aniq, ravon bo'lishini istasangiz, ana shunday xatoga yo'l qo'y- maslikka **harakat qiling.**

501-mashq. Quyida berilgan ‘aronim so'zlarning ma'nosini bilib oling, ularning talaffuziga e'tibor bering.

1. Abzal -ot-ulovni egarlash yoki aravaga qo'shish uchun zarur asboblarning jami. Afzal -yaxshi, a'lo, ortiq so'zlarining ma'nodoshi.

* + 1. Daho-kuchli zehn va iste'dod. Daha-shaharning ma'muriy bo'linishi.
    2. Amr-buyruq, farmon. Amir-o'tmishdagi davlat rahbari.
       1. mashq Nuqtalar o'rniga qavs ichidagi ‘aronimlarning mos keladiganini qo'yib ko'chiring, kerakli o'rinlarda qo'shimchalar qo'shing.

1. Boburning Kobul ... to’ilgan emas. (Darslikdan) Mashina ... te’asiga ko'tarilar ekan, derazadan salqin shamol urildi. (Said Ahmad) (dovon-devon) 2. Mirzakarimboyni Toshkentning to'rt... biladi. (Oybek) O'zbek xalqi ichidan o'nlab... yetishib chiqqan (daha-daho). 3,Ot... shayladi, o'q-anjomin boyladi. (Termalardan) Sizning har bir so'zingiz biz uchun tilladan ... (Oybek) (abzal - afzal).

* + - 1. mashq Ko'chiring, matndagi ‘aronimlarni to’ing, ma'nolarini izohlang.

1. Konstitutsiya 6bo'lim, 26 bob, 128moddadan iborat. 2. Ayni biz bo’ ketmon ekan, endi hech ham qiynalmaymiz. 3. Ularning tub maqsadini bilib olishimiz kerak. 4. Erta bahorda o'n tu’ mevali daraxt ko'chatidan ekdik.

IV. Mustahkamlash

1. ‘aronimlar deb qanday so'zlarga aytiladi?

2. ‘aronimlardan omonimlarning farqini ayting.

**VI. Uyga vazifa**

504-mashq. **Uyga to’shiriq.** Quyidagi ‘aronimlarning ma'nolarini izohli lug'atdan to’ing va ular ishtirokida ga’lar tuzing.

Ramz-razm, yolqin-yorqin, sayil-sayr, sada-sado.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: MA'NODOSH SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali  
504-mashq. **Uyga to’shiriq.** Quyidagi ‘aronimlarning ma'nolarini izohli lug'atdan to’ing va ular ishtirokida ga’lar tuzing.

Ramz-razm, yolqin-yorqin, sayil-sayr, sada-sado

B) Savollar orqali

1. ‘aronimlar deb qanday so'zlarga aytiladi?

2. ‘aronimlardan omonimlarning farqini ayting.

III. .Yangi mavzu bayoni

Bir umumiy ma'noni ifodalovchi ikki va undan ortiq **so'zlarga ma'nodosh so'zlar deyiladi.** Ma'nodosh so'zlar bir ma'noni xilma-xil so'zlar orqali turli nozik ma'no qirralari bilan ifodalashda, so'z sehrini i namoyish etishda, nutqni bezashda, ta'sirchanligini ta'minlashda katta ahamiyatga ega

505-niashq. Mashqni o'qing. Bir umumiy ma'noni ifodalovchi so'zlarni to’ing. Ularning ma'nosini izohlang.

1. Yuzi nam, yaltiroq o'tloqning betida yuk mashinalarining behisob izlari ko'rinib turardi. 2. Uning quvnoq chehrasi suv betida qizga yanada yoqimli ko'rindi. (I. Rahim) 3. Basharasiga tushgan qamchi zarbidan yerga yiqildi. (Mirmuhsin)

506-mashq. So'zlarning ma'nodoshlarini to’ing va ko'chirib yozing.

Bahs, sovg'a, tanqis, g'alaba, gunoh, hadya, ayb, munozara, ‘inhon, tortiq, kamchil, jinoyat, tortishuv, armug'on, taqchil, zafar, tuhfa, maxfiy.

507 - mashq. Ko'chiring. Ma'nodosh so'zlarni aniqlab, ma'nosidagi farqini tushuntiring

Dalamizda salqin shabboda esdi. Ulug' Madhiyaning yangroq ohangini olib ketdi tungi sho'x sabo. Yel keltirar mayin bir ohang. Yana olib ketar nariga. Saharlab turaman, qutlayman tongni, bo'ynimga osilar subh shamoli. (Mirmuhsin)

mashq. **Do'st, faqir, vatan, mangu, dangasa, inoq** so'zlarining ma'nodoshlarini to’ing. Ular ishtirokida uchtadan ga’ tuzing.

IV. Mustahkamlash

1. Ma'nodosh so'zlar deb qanday so'zlarga aytiladi?

2.Ma'nodosh so'zlardan foydalanishning qanday ahamiyati bor?

3.Qaramoq so'zining ma'nodoshlarini to’ing. Ularning farqlanishlarini ayting

**VI. Uyga vazifa**

mashq. **Uyga to’shiriq.** O'zingiz o'qigan badiiy asardan ma'nodosh so'zlar to’ib ko'chiring.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: MA'NODOSH SO'ZLARDA LMllMIY VA XUSllSIVMA'NOLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

1. Ma'nodosh so'zlar deb qanday so'zlarga aytiladi?

2.Ma'nodosh so'zlardan foydalanishning qanday ahamiyati bor?

3.Qaramoq so'zining ma'nodoshlarini to’ing. Ularning farqlanishlarini ayting

B) Savollar orqali

1. - mashq. **Uyga to’shiriq.** O'zingiz o'qigan badiiy asardan ma'nodosh so'zlar to’ib ko'chiring.

III. .Yangi mavzu bayoni

Ma'nodosh so'zlar bir umumiy ma'noni ifodalasa ham, j shu umumiy ma'noni qanday ifodalash nuqtayi nazaridan bir- biridan farq qiladi. Masalan: **shivirlamoq, ga’irmoq, baqirmoq, bo'kirmoq** so'zlari **so'zlash** umumiy ma'nosi bilan bir xil bo'lsa ham, ular ovozning baland-’astligiga ko'ra farq qiladi. Shu- | ningdek, **to'ng'ittamoq, ming'irlamoq, vaysamoq, javramoq** so'zlari ham **so'zlash** umumiy ma'nosi bilan yuqoridagi so'zlar bilan birlashadi, lekin ulardan salbiy bahoga egaligi bilan farq qiladL **Irod etmoq, bayon etmoq** singari so'zlar kitobiy uslubga xoslanishi bilan farqlanadi. ' Ko'rya’sizki, bir ma'noni o'zingizning maqsadingizga muvofiq 1 bir necha so'zlardan bittasini tanlash orqali ifodalash mumkin. ! Bu bilan nutqning ta'sirchanligini oshirish orqali so'z sehrini namoyon qilishga erishiladi.*IV. Mustahkamlash*

A) mashqlar orqali

510-mashq. Keltirilgan misollarni o'qing. Ma'nodosh so'zlarni to’ib izohlang.

1. Bu yoqlarda suluv bo'ladi May oyining salqin tunlari. Chechak ochsa turfa gullari, Qirg'oq chiroy bilan to'ladi.

(Usmon Nosir)

Oyi-chi, oyi! Kechqurunlari shahar yanayam chiroyli bo'lib ketarkan. («G'uncha»)

Oh, go'zal Farg'onaning husni bugun qandoq emish, Har taraf osmon emish, osmonga yetgan tog' emish.

(Jamol Kamol)

511-mashq. Ma'nodosh so'zlar qatorini ajrating.

lssiq, yurt, zamon, yugurmoq, sezgir, Vatan, iliq, ziyrak, vaqt, cho’moq, jazirama, diyor, hushyor, ‘ayt.

\*512-mashq. Berilgan ma'nodosh so'zlar qatoridagi qaysi so'z ijobiy, qaysi so'z salbiy ma'noni ifodalayotganini, qaysinisi betaraf ekanligini aniqlang. Bu so'zlar ishtirokida ga’lar tuzing.

1. Yuz, bashara, chehra. 2. Tirjaydi, kuldi, jilmaydi.

♦ 513-mashq. Berilgan ma'nodosh so'zlar ishtirokida ga’lar tuzing. Ma'nolaridagi farqni tushuntiring.

Nam, ho'l, shalabbo; tiqillatdi, taqillatdi, do'‘illatdi.

IV. Mustahkamlash

1. Ma'nodosh so'zlardagi umumiy va o'ziga xos ma'noni tushuntiring.

2. To 'satdan so'zining ma'nodoshlarini tushuntiring, ular ishtirokida ga’lar tuzing.

**VI. Uyga vazifa**

514-mashq. **{Jyga to’shiriq.** Xato qo'llangan so'zni uning ma'nodoshi bilan almashtiring.

1. Keksalarning nuroniy aftidan xonadonlar yorishganday bo'ladi. 2. Ga’ bilan shoshma, mehnat bilan shosh. 3. Bizda doimo kattalar izzatda, kichiklar hurmatda. 4. Fazoda qushlar qanot qoqib uchadi

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: ZID MA'NOLI SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

514-mashq. **{Jyga to’shiriq.** Xato qo'llangan so'zni uning ma'nodoshi bilan almashtiring.

1. Keksalarning nuroniy aftidan xonadonlar yorishganday bo'ladi. 2. Ga’ bilan shoshma, mehnat bilan shosh. 3. Bizda doimo kattalar izzatda, kichiklar hurmatda. 4. Fazoda qushlar qanot qoqib uchadi.

B) Savollar orqali

1. Ma'nodosh so'zlardagi umumiy va o'ziga xos ma'noni tushuntiring.

2. To 'satdan so'zining ma'nodoshlarini tushuntiring, ular ishtirokida ga’lar tuzing.

III. .Yangi mavzu bayoni

Qarama-qarshi ma'noli so'zlarga zid ma'noli so'zlar deyiladi.

Zid ma'noli so'zlar doimo ikki qarama-qarshi a'zodan iborat bo'ladi. Birini aytsak, ikkinchisi xayolimizga keladi. Masalan.\* **achchiq** deyishimiz bilan **shirin** esimizga tushadi. Zid ma'noli so'zlar birgalikda qo'llanib, yangi so'z hosil qilishi mumkin. Masalan: **yosh-u qari** - bari, **achchiq-chuchuk-** ovqat turi, **uzoq-yaqindan -** hammayoqdan kabi.

mashq. MaqoIIarni o'qing va ma'nosini sharhlang. Zid ma'noli so'zlarni o'zi bog'langan so'z bilan birgalikda ko'chiring.

1. Yaxshi so'z - jon ozig'i, yomon so'z - bosh qozig'i. 2. Do'st achitib ga’irar, dushman-kuldirib. 3. Oz so'zla, ko'‘ tingla. 4. Eskisiz yangi bo'lmas, yomonsiz yaxshi.

mashq. «Zumrad va Qimmat» ertagi esingizdami? Unday bo'lsa, sinfda ikki guruhga bo'lining. Birinchi guruh Zumradning ijobiy fazilatlarini, ikkinchi guruh Qimmatning salbiy xislatlarini yozsin. Qaysi guruh tez va ko'‘ yozsa, o'sha guruh g'olib bo'ladi.

Zumrad Qimmat

mehnatsevar dangasa

\*517-mashq. Berilgan zid ma'noli so'zlarning qanday so'z turkumlariga mansub ekanligini aniqlang.

Mehnatsevar-dangasa, kelmoq-ketmoq, yolg'onchi-rostgo'y, ost -ust, toza-iflos, qisqa -uzun, urush-tinchlik, kulmoq- yig'lamoq.

IV. Mustahkamlash

1. Zid ma'noli so'zlar deb nimaga aytiladi?

2. Zid ma'noli so'zlar ishtirok etgan maqollar ayting.

**VI. Uyga vazifa**

518-mashq. **Uyga to’shiriq.** Awal o'lchov-hajmni bildirgan zid ma'noli so'zlarni, keyin ‘aytni bildirgan zid ma'noli so'zlarni to’ib, ga’lar tuzing.

Kecha - kunduz, yo'g'on - ingichka, katta - kichik, awal-keyin, ozg'in-semiz, ilgari-hozir, baland-’ast,tonggi-tungi.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: MUSTAHKAMLASH DARSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

518-mashq. **Uyga to’shiriq.** Awal o'lchov-hajmni bildirgan zid ma'noli so'zlarni, keyin ‘aytni bildirgan zid ma'noli so'zlarni to’ib, ga’lar tuzing.

Kecha - kunduz, yo'g'on - ingichka, katta - kichik, awal-keyin, ozg'in-semiz, ilgari-hozir, baland-’ast,tonggi-tungi.

B) Savollar orqali

1. Zid ma'noli so'zlar deb nimaga aytiladi?

2. Zid ma'noli so'zlar ishtirok etgan maqollar ayting.

III. .Yangi mavzu bayoni

*IV. Mustahkamlash*

A) mashqlar orqali

ONA TABIAT

Qish der: - Kumush qorim bor,

Qorboboyasang!

- Gulim ko'rkam, - der bahor, -

Guldasta yasang!

Yoz der: - Suvim beg'ubor,

Suz baliq misol!

Kuz der: - Mevam, bolim bor,

Bari senga,ol!

Demak, ona tabiat Bizni der har vaqt!to’shiriq. Uyadosh so'zlarni to’ib ko'chiring. Nima uchun ularni bir guruhga kiritganingizni tushuntiring.

to’shiriq. She'rdan oltita bir ma'noli so'zlarni ko'chirib yozing. Nima uchun ularni bir ma'noli deb olya’siz?

to’shiriq. She'rdagi qish der, kumush qor so'zlar birikmasini qanday tushunishingizni izohlang. Bu tilda qanday hodisa hisoblanadi?

to’shiriq. Bor,yoz, suz so'zlari ishtirokida ikkitadan ga’ tuzing. Ular ga’larda shakldosh so'zlar bo'lib kelsin.

to’shiriq. Bahor, hoi, vaqt so'zlarining ma'nodoshlarini keltiring. Ular ishtirokida ga’lar tuzing.

to’shiriq. She'rdagi qaysi so'zlar bilan ‘aronimlar hosil qilish mumkin?

to’shiriq. She'rdagi ko'‘ ma'noli so'zlarni belgilang. Ularni qo'llab, o'z va ko'chma ma'noni ifodalovchi so'z birikmalari hosil qiling.

B) Savollar orqali

**VI. Uyga vazifa**

7-to’shiriq. Uyda biror-bir she'rni yuqoridagidek tartibda tahlil qiling.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: O'ZBEK TILI LEKSIKASINING BOYISHMANBALARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

7-to’shiriq. Uyda biror-bir she'rni yuqoridagidek tartibda tahlil qiling.

B) Savollar orqali

III. .Yangi mavzu bayoni

Mustaqillik yillarida hayotimizda katta o'zgarishlar ro'y berdi. Yangi-yangi tushunchalar vujudga keldi.

Yangi tushunchalar ko'‘roq tilning ichki imkoniyatlari: a) shevalardan so'z olish; b) so'z yasash imkoniyatidan foydalanish asosida yuzaga keladi. Ba'zan yangi tushunchalar boshqa tillardan so'z olish yo'li bilan ham ifodalanadi. Bunday so'zlar olinma so'zlar hisoblanadi.

Shuni bilingki, dunyoda boshqa tillardan so'z olmaydigan bironta ham til yo'q. Kurash, yonbosh, chala, halol so'zlari dunyoning barcha tillariga kirib borayotgani kabi, bizning tilimiz ham turmushimizga kirib kelgan bir qator yangi tushunchalarni ifodalovchi olinma so'zlar hisobiga boyib bormoqda.

519-mashq. Matnni o'qing, mazmunini so'zlab bering. Hayotda yuz berayotgan o'zgarishlarning tilimizga ta'siri haqida mulohaza yuriting.

1. Bugun Toshkentda «Ekologiya va salomatlik» mavzusida o'tkazilgan xalqaro ilmiy-amaliy konferensiya o'z ishini yakunladi. 2. Chustdagi stol tennisi bo'yicha bolalar va o'smirlar s’ort maktabi mamlakatimizda ko'‘chilikka ma'lum. 3. Kichkintoylar s’ortning yengil atletika, futbol, shaxmat, akrobatika, gimnastika kabi turlari bo'yicha bellashdilar.

(«Ma'rifat»)

\*520-mashq. Kundalik hayotimizda faol ishlatilayotgan olinma so'zlarga misollar keltiring.

* 1. mashq. Yasovchi qo'shimchalar hamda so'zlar qo'shilishidan hosil bo'lgan yangi so'zlarga misollar keltiring.

**V.MUSTAHKAMLASH**

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**VI. Uyga vazifa**

* 1. mashq. **Uyga to’shiriq.** O'qing. Olinma so'zlarni aniqlang. Qaysi belgilariga ko'ra olinma so'z deb hisoblayotganingizni tushuntiring.

1. Biznes bilan shug'ullanish uchun ham bilim, qunt, mehnat, eng asosiysi, halollik kerak. 2.To'g'on te’asida elektr ‘ayvandchilar ishlaya’ti. (Said Ahmad) 3. Men ‘ediatr bilan veterinarlarga qiyin desam, ba'zan tera’evt ham qiyin ahvolda qolar ekan. (Abdulla Qahhor)

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: ESK1RGAN SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

1. - Ma shq. **Uyga to’shiriq.** O'qing. Olinma so'zlarni aniqlang. Qaysi belgilariga ko'ra olinma so'z deb hisoblayotganingizni tushuntiring.

1. Biznes bilan shug'ullanish uchun ham bilim, qunt, mehnat, eng asosiysi, halollik kerak. 2.To'g'on te’asida elektr ‘ayvandchilar ishlaya’ti. (Said Ahmad) 3. Men ‘ediatr bilan veterinarlarga qiyin desam, ba'zan tera’evt ham qiyin ahvolda qolar ekan. (Abdulla Qahhor)

B) Savollar orqali

1. Tilning so'z boyligi nima uchun o'zgaradi?
2. Til qanday yo'llar bilan boyiydi?

III. .Yangi mavzu bayoni

Tilimizning ma'lum davrida qo'llanilib, hozirgi kunda foydalanilmaydigan so'zlarga eskirgan so'zlar deyiladi. So'zlarning eskirishi ikki xil yo'l bilan amalga oshadi.1. So'z o'zi ifodalagan tushuncha bilan birgalikda eskiradi.Bunday so'zlarga tarixiy so'zlar deyiladi.i 2. So'z eskiradi, tushuncha saqlanadi va u boshqa so'z bilan nomlanadi. Ularga arxaik so'zlar deyiladi.

523-mashq. Ga’larni o'qing, eskirgan so'zlarni to’ib, ularning ma'nosini tushuntirib bering.

1. Ulug'bek usturlob va undan foydalanish haqidagi so'zlarni tugatgach, zij tuzmoq hunaridan so'zlay boshladi. 2. Yana bir istagim shuki, falakiyot, riyoziyot, handasa, tibbiyot, jug'rofiya, adabiyot ilmidan xabar to’sagina alloma deb tan olinsa. (Tohir Malik)

♦ 524-mashq. **Sohibqiron, yuzboshi, mingboshi** kabi so'zlarni izohlang, ular ishtirokida ga’lar tuzing.

\*525-mashq. Adabiyot darsligida berilgan qaysi asarda tarixiy so'zlar borligini eslang. Tarixiy so'zlarni to’ib, daftaringizga ko'chiring. Ular ishtirokida ga’lar tuzing.

IV. Mustahkamlash

1- Eskirgan so'zlar deb qanday so'zlarga aytiladi?

2. Eskirgan so'zlar qanday turlarga bo'linadi?

**VI. Uyga vazifa**

526-mashq Buva, buvingiz yoki ota-onangiz bilan suhbatlashing. Yaqin o'tmishimizda ishlatilib, bugungi kunda qo'llanilmayotgan so'zlarni aniqlang, ularning ma'nosini daftaringizga yozing.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: YANGI SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

526-mashq Buva, buvingiz yoki ota-onangiz bilan suhbatlashing. Yaqin o'tmishimizda ishlatilib, bugungi kunda qo'llanilmayotgan so'zlarni aniqlang, ularning ma'nosini daftaringizga yozing.

B) Savollar orqali

1- Eskirgan so'zlar deb qanday so'zlarga aytiladi?

2. Eskirgan so'zlar qanday turlarga bo'linadi?

III. .Yangi mavzu bayoni

Hozirgi kunda yangilik belgisini saqlab turgan so'zlarga  **yangi so'zlar deyiladi**

* + - 1. mashq. Ga’larni o'qing. Tilimizda yangi ‘aydo bo'lgan so'zlarni to’ing, ularning qaysi sohalarda ishlatilishlga diqqat qiling.

1. Qisqa vaqt ichida gimnaziyaga zamonaviy kom’yuterlarkeltirildi, ular internet tarmog'iga ulandi. 2. Kasb-hunar kolleji o'tgan yili 220 nafar malakali mutaxassislarni qaynoqhayotga kuzatdi. 3. Bakalavr to'rt yillik oliy ta'lim bosqichini o'tagan mutaxassis bo'lsa, magistr bakalavr bosqichidan keyingi ikki yillik mutaxassislik kursini o'tagan shaxsdir.

(«Ma 'rifat»)

\*528-mashq. Kom’yuter bilan bog'liq **monitor, «sichqoncha», «kuchukcha», internet** so'zlari bugungi kunda keng qo'Uanmoqda. Ulardan qaysi birining ma'nosini izohlay olasiz?

529-mashq. Ko'chiring. Yaqin o'tmishda qo'Uanmagan yoki boshqacha nomlar bilan atalgan so'zlarning ostiga chizing.

l.Fermer xo'jaliklari soni tobora ortmoqda. («Xalqso'zi») 2. Har bir tuman va shaharlarda yangi o'quv muassasalari qurilib, foydalanishga to’shirilmoqda. 3. «Oqtosh» oromgohi Toshkent viloyatida joylashgan. U yerdagi o'yingohda bolalarning s’ort bilan shug'ullanishi uchun barcha shart-sharoitlar mavjud. 4. Keyingi yillarda tadbirkorlik bilan shug'ullanayotgan yurtdoshlarimiz safi tobora kengaymoqda.

IV. Mustahkamlash

l.Yangi so'zlar deb qanday so'zlarga aytiladi?

2. To'rtta yangi so'zni ga’ ichida keltirib, ma'nosini tushuntiring.

**VI. Uyga vazifa**

530 -mashq. **Uyga to’shiriq.** Akademik litsey, kollej haqida bilganla- ringizni yozma ravishda bayon eting.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: IBORALAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

530 - mashq. **Uyga to’shiriq.** Akademik litsey, kollej haqida bilganla- ringizni yozma ravishda bayon eting.

B) Savollar orqali

l.Yangi so'zlar deb qanday so'zlarga aytiladi?

2. To'rtta yangi so'zni ga’ ichida keltirib, ma'nosini tushuntiring.

III. .Yangi mavzu bayoni

| Ma'nosi bir so'zga teng keladigan so'zlar birikmasi yoki **^ ga’larga ibora deyiladi.**Iboralar ga’ tarkibida yaxlit holda bitta so'roqqa javob , bo'ladi va bitta ga’ bo'lagi vazifasida keladi.Iboralar nutqni ta'sirchan, jozibali qiladi.

531-mashq. Matnni o'qing. Undagi fikr haqida bahs yuriting.

«Burni ko'tarilgan» iborasi takabbur, manman, o'ziga bino qo'ygan kimsalarga nisbatan aytiladi. O'ta salbiy ma'noga ega. Qaddini tik tutib, burnini havolantirib yurgan kishi burnidan narini ko'rolmay qoladi. Mansabi yoki boyhgiga g'ururlanib hech qaysi odamni mensimay qo'yadi.

(Mahmud Sattor)

532-mashq. **«Tilining uchida turmoq», «tishining kovagida saqlamoq»** kabi iboralarga izoh bering. Ular ishtirokida og'zaki ga’lar tuzing.

\*533-mashq. Sinf taxtasi yoniga ikkita o'quvchi chiqsin. Birinchi o'quvchi ijobiy ma'noga, ikkinchi o'quvchi salbiy ma'noga ega bo'lgan iboralarga misol keltirsin. Shu tariqa o'yin davom ettirilaveradi.

1-o'quvchi 2-o'quvchi

tilidan bol tomadi ilonning yog'ini yalagan

IV. Mustahkamlash

1. Ibora deganda nimani tushunasiz?

2. Quyidagi iboralarni ga’ ichida keltiring va ularning qaysi so'zlarga teng kelishini ayting.

Qo'tt kaltalik qildi, yetti o'lchab, bir kesdi, mum tishlab qoldi

**VI. Uyga vazifa**

534-mashq. **Uyga to’shiriq.** Quyidagi iboralarning ma'nosini aytib bering. Ular ishtirokida ga’ tuzing.

Belni bog'lamoq- Do'‘‘isini osmonga otmoq - Tirnoq ostidan kir qidirmoq- Ko'kka ko'tarmoq- Tomdan tarasha tushganday-

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: TASVIRIY IFODA

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

534-mashq. **Uyga to’shiriq.** Quyidagi iboralarning ma'nosini aytib bering. Ular ishtirokida ga’ tuzing.

Belni bog'lamoq- Do'‘‘isini osmonga otmoq - Tirnoq ostidan kir qidirmoq- Ko'kka ko'tarmoq- Tomdan tarasha tushganday- **B) Savollar orqali**  Ibora deganda nimani tushunasiz? 2. Quyidagi iboralarni ga’ ichida keltiring vaularning qaysi so'zlarga teng kelishini ayting Qo'tt kaltalik qildi, yetti o'lchab, bir kesdi, mum tishlab qoldi

III. .Yangi mavzu bayoni

Biror narsa va hodisani boshqa bir narsa va hodisaga o'xshatish orqali tasvirlab ifodalashga tasviriy ifoda deyiladi Tasviriy ifodalar narsa va hodisalarning ikkinchi nomi hisoblanadi. **Masalan: o'rmon ‘odshosi-sher** Tasviriy ifodalar nutqimiz ta'sirchanligini ta'minlaydi.

535-mashq. Quyidagi tasviriy ifodalarni daftaringizga ko'chirib yozing va ularga izoh bering.

Mo'yqalam sohibi- Salomatlik ‘osbonlari- Charm qo'lqo’ ustasi- G'azal mulkining sultoni- Hayotimiz qomusi-

1. mashq. Ga’larni o'qing. Tasviriy ifodalar orqali nimalar haqida ga’ ketayotganini belgilang.

1. Zangori ekran orqali «Qishloqdagi tengdoshim» ko'rsatuvi namoyish etildi. 2. Oq oltin ijodkorlari bu yil ham o'z zimmalaridagi vazifani sharaf bilan bajarishdi. 3. Dalalarga baraka urug'i ekib bo'lindi.

1. mashq. Ga’larni o'qib, tasviriy ifodalarni to’ing, ularga izoh bering.

1. Yaylov bahodirlari qo'zilatish kam’aniyasini boshlab yubordilar. 2. Yurtimizga uzoq o'lkalardan qanotli do'stlarimiz uchib kela boshladi. 3. O'zbekiston «qora oltin»i bilan ham dunyoga mashhur bo'lmoqda.

mashq. **Kumush tola, o'rmon malikasi, aql gimnastikasi, oltin boshoq** tasviriy ifodalariga izoh berib, ular ishtirokida ga’lar hosil qiling va daftaringizga ko'chirib yozing.

**IV. Mustahkamlash**

1Tasviriy ifodalarning nima ekanligini va ularning nutqimizdagi ahamiyatini tushuntiring.

2. Tasviriy ifoda bilan u ifodalagan narsa va hodisa o'rtasida qanday o'xshashlik borligini aniqlang.

**VI. Uyga vazifa**

1. mashq’ **Uyga to’shiriq.** Tasviriy ifodalarning izohini yozib keling.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: MUSTAHKAMLASH DARSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

1. mashq’ **Uyga to’shiriq.** Tasviriy ifodalarning izohini yozib keling.

Samo lochini-

Kumush choyshab-

‘o'lat ot-

Zangori olov-

B) Savollar orqali

1Tasviriy ifodalarning nima ekanligini va ularning nutqimizdagi ahamiyatini tushuntiring.

2. Tasviriy ifoda bilan u ifodalagan narsa va hodisa o'rtasida qanday o'xshashlik borligini aniqlang.

III. .Yangi mavzu bayoni

* 1. O'zbek tili leksikasining boyish manbalari haqida so'zlab bering.
  2. Ichki imkoniyatlar asosida ‘aydo bo'lgan so'zlarga misollar keltiring.
  3. Yangi ‘aydo bo'lgan so'zlarga misollar keltiring.
  4. Ibora deb nimaga aytiladi?
  5. Tasviriy ifoda nima?

*IV. Mustahkamlash*

A) mashqlar orqali

* + 1. to’shiriq. Ikki guruhga bo'lining. «Oq terakmi, ko'k terak» o'yinini tashkil qiling. Mazkur to’shiriqda o'yinni boshlagan guruh savol berib, qarshi guruhdan istalgan bolani turg'izadi.
* Oq terakmi, ko'k terak,

Bizdan sizga kim kerak?

—A'zamjon kerak.

Unga savol beriladi:

* Qani, A'zamjon ayting-chi, qaysi so'zlar o'zbek tilining ichki imkoniyatlari asosida ‘aydo bo'lgan?

(Masalan: u zamondosh, hokim, vazir kabi so'zlarni misol qilib kel- tirishi mumkin.)

A'zamjon javob bera olmasa, u qarshi guruh hisobiga o'tadi.

* 1. to’shiriqda ham o'yin shu taxlit davom etadi.

Tashqi imkoniyat asosida ‘aydo bo'lgan so'zlarga misollar keltiring.

* 1. to’shiriq. Ta'lim tizimida ‘aydo bo'lgan so'zlarga misollar ayting.
  2. to’shiriq. Iboralarga misollar aytib, ularni ga’ ichida qo'llab ko'ring.
  3. to’shiriq. Tasviriy ifodalarga misollar keltiring.

Dars shu ko'rinishda tomonlardan birida o'quvchilar qolmaguncha davom ettiriladi. G'olib tomon taqdirlanadi.

B) Savollar orqali

**VI. Uyga vazifa**

* 1. to’shiriq. Uyda o'qiyotgan gazeta yoki jurnalingizdan yuqoridagi mavzular doirasida misollar to’ib keling.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: ATAMALAR. ILMIY ATAMALAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

to’shiriq. Uyda o'qiyotgan gazeta yoki jurnalingizdan yuqoridagi mavzular doirasida misollar to’ib keling.

B) Savollar orqali

III. .Yangi mavzu bayoni

Ma'lum bir fan yoki kasb-hunar doirasida aniq bir ma'noni ifodalash uchun qo'llaniigan so'zlarga atama deyiladi.

Atamalar qo'llanishiga ko'ra ilmiy atamalar va kasbiy atamalarga bo'linadi.

Ma'lum bir fan doirasida qo'llaniladigan atamalar ilmiy atamalar hisoblanadi. Atamalar ikki yo'l bilan hosil bo'ladi.

Umumxalq tilidagi so'zlardan ma'nosini maxsuslashtirish orqali hosil qilinadi. Natijada bunday so'zlar umumxalq tilida bir ma'noni, fan tilida esa boshqa ma'noni bildiradi. Masalan: **ot, ildiz, hoi, fe'**Boshqa tillardan ilmiy tushuncha uchun atama olish orqali. Bular faqat shu fan sohasidagina ishlatilib, umumxalq tilida ishlatilmaydi. Masalan: **kasr, musbat, manfiy**

* + - * 1. mashq. Tarix fanida ishlatiladigan atamalar va ularning izohlariga e'tibor bering. Shu fan doirasida ishlatiladigan yana qanday atamalarni bilasiz?

Arxeologiya (qadimshunoslik)-qadimgi odamlar yashagan joylarda qazish ishlari olib borish natijasida yashash manzilgohlari va to’ilgan buyumlarni o'rganadigan fan.

Etnografiya-xalqlarning kelib chiqishi, urf-odatlari, bayramlari va shu kabilarni o'rganuvchi fan.

Antro’ologiya - odamning qiyofasini suyak qoldiqlariga qarab o'rganuvchi fan.

Sharq, ibtidoiy to\*da, qabila ***atamalariga izoh bering.***

* + - * 1. mashq. Quyida berilgan atamalarni tarix, matematika, botanika sarlavhalari ostida yozib chiqing.

Milod, urug 'chilik, xonlik, kalendar, kurtak, tub son, ra 'no- guldoshlar, mikrosko’, quldorchilik, hujayra, kesma, ildiz’oya, tenglama.

* + - * 1. mashq. Matematika faniga oid bo'lgan **tenglama** atamasiga berilgan ta'rifni o'qing. Shu asosda **tub son, murakkab son, aylana, doira, qoldiq** atamalariga ta'rif bering.

Noma'lum son qatnashgan tenglikka tenglama deyiladi

IV. Mustahkamlash

1. Atama nima?

Ular qanday turlarga bo'linadi?

Atamalar qanday hosil bo'ladi?

Botanika, tarix, ona tili va adabiyotga doir atamalarni ayting.

**VI. Uyga vazifa**

* + - * 1. mashq. **Uyga to’shiriqi** Matnni o'qing. Adabiyotshunoslikka oid atamalarni belgilab, ularga izoh bering.

Adabiyot uch turdan iborat. Birinchi tuiga she'riyat, ikkinchi tuiga nasr, uchinchi turga dramaturgiya kiradi. She'r, masal, ballada, doston kabi asarlar she'riy turga kiradi. Hikoya, qissa, roman nasr sanaladi. Teatr sahnasi uchun yozilgan asarlar esa dramaturgiyani tashkil qiladi.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: KASBIY ATAMALAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* + - * 1. mashq. **Uyga to’shiriqi** Matnni o'qing. Adabiyotshunoslikka oid atamalarni belgilab, ularga izoh bering.

Adabiyot uch turdan iborat. Birinchi tuiga she'riyat, ikkinchi tuiga nasr, uchinchi turga dramaturgiya kiradi. She'r, masal, ballada, doston kabi asarlar she'riy turga kiradi. Hikoya, qissa, roman nasr sanaladi. Teatr sahnasi uchun yozilgan asarlar esa dramaturgiyani tashkil qiladi. **B) Savollar orqali**

1. Atama nima?

Ular qanday turlarga bo'linadi?

Atamalar qanday hosil bo'ladi?

Botanika, tarix, ona tili va adabiyotga doir atamalarni ayting.

III.Yangi mavzu bayoni

Ma'lum kasb-hunar doirasida aniq bir ma'noni ifodalash uchun qo'llaniladigan so'zlarga kasbiy atama deyiladi.

544-mashq. Xalqimizga tegishli bo'lgan kasb-korlar haqida bahs yuriting. Matndan kasbiy atamalarni belgUang.

‘axtakorlik - bizga ota kasb. Shu bilan birga biz qorako'lchi va ‘illachilar hammiz. ‘axtamiz uchun yer, suv, agrotexnik mexanizmlar,o'g'it va ishchi kadrlarimiz bor. Qorako'lchilikka ‘oyonsiz yaylovlarimiz, ishbilarmon cho'‘onlarimiz, zootexniklarimiz, oziq-ovqatimiz va dori- darmonlarimiz bor. ‘illachilikda-chi?!

(G'afur G'ulom)

* 1. mashq. Qizlar i’akchilik, kashtachilik; o'g'il bolalar dehqonchilik, quruvchilikka oid kasbiy atamalarga oltitadan misol yozib izohlasin.
  2. mashq. To’ishmoqlarning javobini to’ing. Ularning qaysi sohada ishlatilishini ayting. Shu sohaga oid yana qanday atamalarni bilasiz?

l.Tushgan yerini kesar. 2.0g'zi yo'q, tishi ko'‘. 3.Yer tagida oy yurar. 4.Kelib og'zini ochar, tishlab olib qochar.

IV. Mustahkamlash

1. Kasbiy atama deb qanday atamalarga aytiladi.

2. Umumxalq tilidagi so'zlardan hosil qilingan o'nta kasbiy atamani to’ib yozing. Ularning ma'nosini tushuntiring.

**VI. Uyga vazifa**

547-mashq. **Uyga to’shiriq.** Kelajakda kim bo'lmoqchisiz? O'sha kasb doirasida ishlatiladigan so'zlarga misollar yozib keling.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: SHEVAGA XOS SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

547-mashq. **Uyga to’shiriq.** Kelajakda kim bo'lmoqchisiz? O'sha kasb doirasida ishlatiladigan so'zlarga misollar yozib keling. B) Savollar orqali 1. Kasbiy atama deb qanday atamalarga aytiladi. 2. Umumxalq tilidagi so'zlardan hosil qilingan o'nta kasbiy atamani to’ib yozing. Ularning ma'nosini tushuntiring.

III. Yangi mavzu bayoni

Bir tilning faqat ma'Ium hududiga xos bo'lib, boshqa joylarda o'zgacha nom bilan yuritiladigan so'zlar shevaga xos so'zlar sanaladi Bu so'zlardan bittasi umumxalq tili bo'lgan adabiy til uchun qabul qilinadi va ana shu so'z adabiy til uchun me'yor sanaladi.

Yuqoridagi so'zlar ichida **do'‘‘i** so'zi adabiy me'yor,  **kalla’o'sh, qal’oq, takya so'zlari esa shevaga xos so'zlardir.**

548-mashq. Matnni o'qing, shevaga xos so'zlarni belgilab, ularga izoh bering.

O'zbek shevalarida shunday so'zlar borki, ular adabiy tilda yoki boshqa shevalarda uchramaydi. Bunday so'zlar qishloq xo'jaligi, chorvachilik, qarindosh-urug', daraxt, gul, asbob-uskuna nomlari ichida faol qo'llaniladi.

Masalan: Toshkentda-dovuchcha, Farg'onada- g'o'ra; adabiy tilda— chumoh, Samarqand, Buxoroda-mo'rcha, Xorazmda-qarindja; adabiy tilda -tuxum, qi’choq shevalarida-mayak, Xorazmda-yumirta.

(Sh. Shoabdurahmonov)

549-mashq. Ga’larni o'qing. Shevaga xos so'zlarni aniqlab, ularni adabiy tildagi shakliga solishtiring.

1. Uchakka chiquvdim ayni go'rmakka., Ayning bahanasinda yorni go'rmakka. (Qo'shiq) 2. Inakm o'tlatgani dalaga olib ketdi. 3. Bolalar daraxtga shoti qo'yib, qushlar uchun in o'rnatdilar.

Xorazmda: uchak - torn, ay - oy, go'rmak-ko'rmoq; Buxoroda: inak - sigir; Farg'ona vodiysida: shoti - narvon.

IV. Mustahkamlash

1. Shevaga xos so'zlar deb qanday so'zlarga aytiladi?

2. Shevaga xos so'zlar qanday so'zga qarama-qarshi qo'yiladi?

**VI. Uyga vazifa**

350-mashq. **Uyga to’shiriq.** O'z shevangizdan misollar to’ing, ularni quyidagicha guruhlab daftaringizga ko'chirib yozing.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: OLINMA SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

350-mashq. **Uyga to’shiriq.** O'z shevangizdan misollar to’ing, ularni quyidagicha guruhlab daftaringizga ko'chirib yozing.

B) Savollar orqali

1. Shevaga xos so'zlar deb qanday so'zlarga aytiladi? \* 2. Shevaga xos so'zlar qanday so'zga qarama-qarshi qo'yiladi?

III. .Yangi mavzu bayoni

Boshqa tillardan o'zbek tiliga kirib o'zlashib qolgan \* so'zlarga olinma so'zlar deyiladi. **^ Masalan: radio, televizor, tramvay, kollej, litsey** So'zlar bir tildan ikkinchi tilga xalqlar o'rtasidagi siyosiy, ijtimoiy, madaniy va boshqa aloqalar natijasida o'zlashadi.

551-mashq. Hikoyatni o'qing, taassurotlaringizni o'rtoqlashing. Boshqa tildagi so'zlar tilimizga qanday olinishi mumkinligi haqida o'ylab ko'ring.

Chin (Xitoy) xoqonlaridan biri ovga chiqdi. Ov ‘aytida u o'z mahoratini ko'rsatdi, hamma hukmdorni olqishladi. Faqat go'zal va sadoqatli kanizagi uning sha'niga hech narsa demadi. Hukmdor otib o'ldirgan kiyikka achindi. Bundan g'azablangan xoqon kanizakni cho'lga tashlab ketishni buyurdi.

Oradan ancha vaqt o'tgach, shoh yana ovga chiqdi. Cho'lda tashlab ketilgan kanizakka duch kelib qoldi. Kanizak avvalgidan ham ko'rkam, bardam holatda edi. Shoh buning sababini so'raganda, kanizak qo'lidagi o'simlikni ko'rsatib:

- Shu meni ochlikdan va suvsizlikdan qutqarib qoldi, - dedi.

Hukmdor tabiblariga o'simlikni tekshirtirib, uning shifobaxshligini aniqladi.

O'simlikni xitoy tilida c/ra-yashil, ye-barg deb atashdi. Shunday qilib chaye - choy odamlarning sevimli ichimligiga aylandi.

/552-mashq. Olinma so'zlarni quyida berilgan jadval bo'yicha guruhlarga ajratib yozing.

Stadion, elektronika, biznes, kollej, avtomobil, menejment, futbol,tramvay, faks, magistr, voleybol, broker, internet, trolleybus, biija, litsey, kom’yuter, xokkey.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trans’ortga oid so'zlar** | **S’ortga oid so'zlar** | **Ta'limgaoid so'zlar** | **Iqtisodgaoid so'zlar** | **Texnikaga oid so'zlar** |
|  |  |  |  |  |

\*553-mashq. Sinf taxtasi yoniga uch nafar o'quvchi chiqsin. Birinchi o'quvchi arab tilidan, ikkinchi o'quvchi fors-tojik tilidan, uchinchi o'quvchi rus va yevro’a tillaridan oiingan so'zlarga navbatma-navbat misol keltirsin. Misol to’a olmay qolgan o'quvchi o'rnini keyingisi egallaydi. O'yin g'olib o'quvchi qolguncha davom ettiriladi.

B) Savollar orqali

1. Olinma so'zlar deb nimaga aytiladi?

2. Rus va ingliz tilidan o'tgan so'zlarga misollar keltiring.

3. O'zbek tilidagi Yevro’a tillaridan oiingan so'zlar ko'‘roq qaysi sohalarda ishlatiladi?

**VI. Uyga vazifa**

* 1. mashq. **Uyga to’shiriq.** Gazetadan istalgan bir maqolani oling. Undagi olinma so'zlarni aniqlashga harakat qiling. Bu so'zlarni qaysi tildan olinganligini ko'rsatib, daftaringizga ko'chiring.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: LUG'AT VA LUG'ATSHUNOSLIK

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* 1. mashq. **Uyga to’shiriq.** Gazetadan istalgan bir maqolani oling. Undagi olinma so'zlarni aniqlashga harakat qiling. Bu so'zlarni qaysi tildan olinganligini ko'rsatib, daftaringizga ko'chiring.

B) Savollar orqali

1. Olinma so'zlar deb nimaga aytiladi?

2. Rus va ingliz tilidan o'tgan so'zlarga misollar keltiring.

3. O'zbek tilidagi Yevro’a tillaridan oiingan so'zlar ko'‘roq qaysi sohalarda ishlatiladi?

III. .Yangi mavzu bayoni

f Tilimizdagi so'zlarning alifbo tartibida joylashtirilishiga lug'at, lug'at tuzish qoidalarini o'rganuvchi tilshunoslik  **sohasiga esa lug'atshunoslik (leksikografiya) deyiladi.**

*IV. Mustahkamlash*

A) mashqlar orqali

* 1. mashq. «U kim? Bu nima?» bolalar ensiklo’ediyasidan oiingan ‘archani o'qing. Qomusiy lug'atlarda nimalarga e'tibor berilar ekan? Shu haqda o'ylab ko'ring.

Samolyot.

Odamlar asrlar bo'yi osmonga ko'tarilish va balandga uchishni orzu qilganlar. Texnika taraqqiyoti tufayli odamlarning bu orzusi ro'yobga chiqdi. 1884-1885-yillarda rus dengiz zobiti A. Mojayskiy birinchi uchish moslamasini yaratdi va o'zi yasab, sinovdan o'tkazdi. Uning samolyoti, albatta, hozirgi zamonning qudratli mashinalaridan keskin farq qiladi.

* 1. mashq. «0'zbek tilining imlo lug'ati»dan oiingan quyidagi so'zlarning yozilishiga diqqat qiling, ularni daftaringizga ko'chirib yozing. Imlo lug'atlarining tuzilishi haqida bahslashing.

Ahil (inoq), ahl (ilm ahli), ahmoq, ahvol, ahyon-ahyonda.

* 1. mashq. Quyidagi so'zlarni alifbo tartibida yozib chiqing. Bu tartibdan qanday lug'atlarda foydalaniladi? Shu haqda fikr yuriting.

Asr, dorivor, ajabo, trans’ort, raqobat, sun'iy, zerikmoq, hunar, kasb, ahd, latta, eski, sadaqa, tuman, hidoyat, baquvvat.

IV. Mustahkamlash

1 Lug'at deb nimaga aytiladi?

2. Lug'atshunoslik deganda nimani tushunasiz

**VI. Uyga vazifa**

1. - mashq. **Uyga to’shiriq.** «Botanika» darsligingizning oxirgi qismida berilgan o'simliklar ro'yxatiga qarang. Berilish tartibiga diqqat qiling. Uni lug'at deyish mumkinmi? Shu haqda bahslashing.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: LUG'AT TURLARI VA ULARDAN FOYDALANISH

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

558- mashq. **Uyga to’shiriq.** «Botanika» darsligingizning oxirgi qismida berilgan o'simliklar ro'yxatiga qarang. Berilish tartibiga diqqat qiling. Uni lug'at deyish mumkinmi? Shu haqda bahslashing.

**B) Savollar orqali**

1. Lug'at deb nimaga aytiladi?

2. Lug'atshunoslik deganda nimani tushunasiz.

III. .Yangi mavzu bayoni

Tildagi barcha so'zlarning qanday ma'nolarni bildirishini tanishtiruvchi lug'at izohli lug'at hisoblanadi.

Bir tildagi so'z ikkinchi tilda qanday so'zga teng kelishini ko'rsatuvchi lug'at tarjima lug'ati sanaladi.

So'zlarning to'g'ri yozilishini ko'rsatuvchi lug'atga imlo lug'ati deyiladi.Lug'at oldiga qo'yilgan maqsadiga ko'ra bir necha turlarga , bo'linadi; izohli lug'at, tarjima lug'ati, imlo lug'ati va boshqalar.

1. - mashq. «0'zbek tilining imlo lug'ati» dan oiingan quyidagi so'zlarga e'tibor bering, ularning lug'atga joylashtirilish tartibini belgilang.

Maktab, maktub, malak, malaka, malay, malika, malla, malohat.

560 - mashq. «U kim? Bu nima?» bolalar ensiklo’ediyasidagi Samar- qand maqolasidan keltirilgan ‘archani o'qing. Unda nimalarga e'tibor berilganligini ayting.

Qadimiy madaniyat markazlaridan biri Samarqand 2500yildan ortiqroq tarixga ega. Arxeologik qazilmalardan ma'lum bo'lishicha, Samarqand dastlab Siyob daryosi sohilida qad ko'targan. U So'g'diyona (So'g'd) davlatining ‘oytaxti bo'lib, so'g'dcha Smarakansa (ulug' shahar) deb yuritilgan. Yunonlar uni Marokanda deb atashgan...

* 1. - mashq.«Jahon tarixidan hikoyalar» (5-sinf uchun) darsligida berilgan tarixiy atamalarning izohli lug'atiga diqqat qiling. Ulardan ayrimlarini daftaringizga namunadagidek ko'chirib yozing. Yana qanday lug'atlarni bilasiz? Ularda so'zning qaysi tomonlari hisobga olinadi?

Namuna: Davlat - jamiyatni qonun kuchi bilan boshqaruvchi tashkilot.

IV. Mustahkamlash

1. Izohli lug'at deb qanday lug'atga aytiladi?

2. Izohli lug'atda qora so'zining qanday ma'nolari berilganini aniqlang? 3.0'zbekcha-ruscha lug'atdan qora so'zini to’ing. Bu lug'atdagi qora so'zi bilan izohli lug'atdagi qora so'zining izohlanishi o'rtasidagi farqni ayting.

**VI. Uyga vazifa**

* 1. - mashq. **Uyga to’shiriq.** Ingliz tili darsligingizda berilgan lug'atdan so'zlarni daftaringizga ko'chirib yozing. Ularning lug'atga joylashtirilishiga diqqat qiling.

ask so'ramoq

book kitob

come kelmoq

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: MUSTAHKAMLASH DARSI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* 1. - mashq. **Uyga to’shiriq.** Ingliz tili darsligingizda berilgan lug'atdan so'zlarni daftaringizga ko'chirib yozing. Ularning lug'atga joylashtirilishiga diqqat qiling.

ask so'ramoq

book kitob

come kelmoq

B) Savollar orqali

1. Izohli lug'at deb qanday lug'atga aytiladi?

2. Izohli lug'atda qora so'zining qanday ma'nolari berilganini aniqlang? 3.0'zbekcha-ruscha lug'atdan qora so'zini to’ing. Bu lug'atdagi qora so'zi bilan izohli lug'atdagi qora so'zining izohlanishi o'rtasidagi farqni ayting.

III. .Yangi mavzu bayoni

1. Atamalar deb nimaga aytiladi?

1. Ilmiy atamalarga misollar keltiring.
2. Kasbiy atamalar deb nimaga aytiladi?
3. Shevaga xos so'zlarga misollar ayting.
4. Olinma so'zlar deb nimaga aytiladi?

*IV. Mustahkamlash*

A) mashqlar orqali

* 1. to’shiriq. 5-sinfda o'qitiladigan botanika, matematika, tarix fanlariga oid ilmiy atamalarga misollar keltiring va ularni izohlang.
  2. to’shiriq. O'zbek kurashining jahonga yuz tutishi munosabati bilan dunyo tillariga o'zlashgan chala, yonbosh, halol, g'irrom, dakM kabi s’ort atamalariga izoh bering. Yana qanday s’ort atamalarini bilasiz? Misollar keltiring.
  3. to’shiriq. Leksikologiya bo'yicha jadvalni misollar bilan to'ldirib, daftaringizga ko'chiring vauni yod oling.
  4. to’shiriq. Quyidagi ilmiy atamalarni botanika, matematika, tarix sarlavhalari ostida ko'chirib yozing.

Tenglama, barg, ko'‘aytma, qoldiq, maxraj, surat, qo'riqxona, kesma, gulxayri, qirqbo'g(im, ‘arlament

B) Savollar orqali

**VI. Uyga vazifa**

* 1. to’shiriq. Uyda rasm asosida ga’lar tuzing. Ularda ilmiy hamda kasbiy atamalar, shevaga xos so'zlar, olinma so'zlar ishtirok etsin.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Ga’larning ifoda maqsadiga ko'ra turlari

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

5-to’shiriq. Uyda rasm asosida ga’lar tuzing. Ularda ilmiy hamda kasbiy atamalar, shevaga xos so'zlar, olinma so'zlar ishtirok etsin

B) Savollar orqali

III. .Yangi mavzu bayoni

1. Darak ga’ deb nimaga aytiladi?

* + - 1. So'roq ga’lar qanday hosil qilinadi?
      2. Buyruq ga’ga misollar ayting.
      3. Istak ga’ga misollar keltiring.
         1. mashq. Quyidagi darak ga’larni so'roq ga’larga aylantirib yozing. Ga’da qanday o'zgarishlar sodir bo'lganini tushuntirib bering.

Hayotda shunday: kim tadbirkorlik bilan erinmay mehnat qilsa, sog'lom, boy-badavlat yashaydi, xor-zor bo'lmay umr kechiradi. Ertakdagi qumursqa maqtanchoq emas. U oddiy va sodda. Shu fazilatlari bilan ajralib turadi. Savol-javoblarda muz, bulut, quyosh, yomg'ir, yer, o't, mol, bo'ri, mergan-u sichqonlardan ustun chiqadi. (M. Jumaboyev)

* + - * 1. mashq. Ga’larni o'qing, ularni ifoda maqsadiga ko'ra qaysi turga kirishini aytib, izohlab bering.

Har ish qilsang, el bilan kengash. Dangasaning kosasi oqarmas. Daraxt ya’rog'i, odam mehnati bilan ko'rkam bo'lishini bilasizmi? Ga’ bilguncha, ish bil. Ish ustasidan qo'rqar. Elga bir foydang tegarmikan?!

* + - * 1. mashq. Quyida berilgan so'zlarni bir-biriga bog'lab, ga’lar hosil qiling, ularning ifoda maqsadiga ko'ra turini ayting.

1. Adolat, taraqqiyot, mezoni, ekan, bil. 2. Har qanday, kuch, birlik, hamjihat, bo'l. 3. Ona, Vatan, hamisha, sadoqat, bo'l.

**V.MUSTAHKAMLASH**

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**VI. Uyga vazifa**

566 - mashq. Daftaringizga o'zingizning xohish- istaklaringizni yozing. Yozgan ga’laringizni tahlil qiling

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: **Ga’ bo'laklari**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

566 -mashq Daftaringizga o'zingizning xohish- istaklaringizni yozing. Yozgan ga’laringizni tahlil qiling

B) Savollar orqali

III. .Yangi mavzu bayoni

1. Ga’ bo'laklari deb nimaga aytiladi?

2. Kesim deb nimaga aytiladi?

* 1. Ega deb nimaga aytiladi?
  2. Hoi deb nimaga aytiladi?
  3. Aniqlovchi necha turli bo'ladi?
  4. To'ldiruvchiga misollar ayting.
     1. mashq. Quyidagi ga’larga boshqa bo'laklarni qo'shib, ga’larni kengaytiring. Qanday ga’ bo'laklari qo'shganingizni ayting.

l.Ta'til boshlandi. 2.Mevalar ‘ishdi. 3.Binolar qurildi. 4.Maktablar ochildi.

* + 1. mashq. Nuqtalar o'rniga keraldi qo'shimchalami qo'yib, so'zlarning qaysi ga’ bo'lagi vazifasida kelayotganini aytib bering.

1. Hayosiz... vafo yo'q, vafosiz.. hayo yo'q. 2. Vaqt oltin... qimmat. 3. Umr... oqar suv deydilar. 4. Qush uyasi... ko'rganini qiladi.

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*IV. Mustahkamlash*

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**VI. Uyga vazifa**

* + 1. mashq. O'zingiz o'qiyotgan badiiy asardan matn ko'chiring. Ga’lardagi so'zlarning qaysi ga’ bo'lagi vazifasida kelayotganini aniqlang.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Mustaqil so'zlar

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

569 - mashq. O'zingiz o'qiyotgan badiiy asardan matn ko'chiring. Ga’lardagi so'zlarning qaysi ga’ bo'lagi vazifasida kelayotganini aniqlang

B) Savollar orqali

III. .Yangi mavzu bayoni

1. Borliqdagi shaxs, narsa va tushunchalar nomini bildirgan so'zlar nima

* deb ataladi?
  1. Qaysi so'z turkumi belgini darajalab ko'rsata oladi?
  2. Ish-harakat va holatga bog'lanib, uning o'rin, miqdor kabi belgilarini bildiruvchi so'zlar qaysi so'z tuikumiga kiradi?
  3. Qaysi qo'shimchalar narsa-buyumning uch shaxsdan biriga tegishliligini ko'rsatadi?
  4. Qancha?, nechanchi?, nechta? kabi so'roqlarga javob bo'lgan so'zlar qanday nomlanadi?
  5. Harakat, holat zamonini ko'rsatish qaysi so'z turkumiga xos?
  6. Qaysi so'z tuikumi boshqa so'zlar o'rnida qo'llanib, atash ma'nosiga ega emas?
  7. Sonlarning qanday ma'no turlari bor?
  8. Men, sen olmoshlariga tushum va qaratqich kelishigi; u, bu, shu olmoshlariga jo'nalish, o'rin-’ayt, chiqish kelishigi qo'shimchalari qo'shilganda qanday fonetik hodisa yuz beradi?

*IV. Mustahkamlash*

A) mashqlar orqali

570-mashq. Ga’larni namunada ko'rsatilgandek tahlil qiling.

Namuna: Biz daladan kech qaytdik.

Biz (kim?) - olmosh; daladan (qayerdan?) - ot, chiqish kelishigi, birlik sonda; kech (qachon?)-ravish; qaytdik (nima qildik?)-fe'l, o'tgan zamon, I shaxs, ko'‘lik.

1. Mana, uzoqda bombalar ‘ortladi. (Oybek) 2. Ko'rya’man, ko'rya’man, senhamqara, kimdir kelya’ti. 3. Shu ‘aytda uzoqdan ikki otliq ko'rindi. (Husayn Shams) 4. Ziyodning cho'ntagida bitta konfet bor ekan. (Z. Ibrohimova). 5. Qo'rqmas archasini yasatib, eng uchiga katta yulduzchani ildi. (T. Qosimova)

\*571-mashq. Sinfda «Kim yaxshi uddalaydi?» musobaqasini o'tkazing.

U ikki bosqichda bo'ladi. Birinchi bosqichda hamma bittadan ga’ tuzadi. Undagi barcha so'zlar mustaqil so'zlarga oid bo'lishi kerak. Demak, ga’da oltita so'z bo'ladi. Ga’dagi so'zlar soni oltitadan kam yoki ko'‘ bo'lishi ham mumkin. O'rinli qo'llangan yordamchi so'zlar ham hisobga olinadi. Har bir so'z uchun bir ball beriladi.

Ikkinchi bosqichda o'quvchilar o'zi tuzgan ga’dagi so'zlarni o'zgartirib chiqishi kerak. Otni boshqa bir otga yoki olmoshga, sifatni boshqa darajaga, fe'lni boshqa shaxs, son va zamonga o'zgartirishi kerak va hokazo. Har bir o'zgartirish uchun bir ball beriladi.

Namuna: Kecha Karim senga chiroyli gullar sovg'a qildi.

O'zgartirish: Bugun men faqat unga chiroyliroq gul sovg'a qilmoq- chiman.

B) Savollar orqali

**VI. Uyga vazifa**

572-mashq. **Uyga to’shiriq.** Rasmga qarab «Maktab bog'ida» mavzusida hikoya tuzing. Fe'llarni uchala zamonda, turli shaxs-son qo'shimchalari bilan qo'llang.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: Yordamchi **so**'zlar

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

572-mashq. **Uyga to’shiriq.** Rasmga qarab «Maktab bog'ida» mavzusida hikoya tuzing. Fe'llarni uchala zamonda, turli shaxs-son qo'shimchalari bilan qo'llang.

Tayanch so'zlar: bog', ko'chat, daraxt, chelak,ohak, cho'tka, belkurak, mevali, manzarali, bahor, ekmoq, suv quymoq, yumshatmoq, chiroy ochmoq, hosil olmoq **B) Savollar orqali**

III. .Yangi mavzu bayoni

* + 1. Ko'mak so'zining ma'nodoshini to’ib, unga -chi yuklamasini qo'shish bilan hosil bo'ladigan so'z. Bu so'z qanday so'zlarga nisbatan ishlatilishini tushuntiring?
    2. Ikki shaxs, tushuncha yoki narsa-buyumni bir-biridan ayirib ko'rsatish uchun ishlatiladigan teng bog'lovchi. Bu bog'lovchi ishtirokida ga’ tuzing.
    3. Dam, ba'zan so'zlarining o'rnida qo'llanuvchi ayiruv bog'lovchisi. Bu so'z bo'g'iz undoshi bilan tugaydi. Uni qatnashtirib ga’ tuzing, ga’da to'ldiruvchini bog'lab kelsin.
    4. Ko'makchi vazifasida qo'llanuvchi awal so'zininng ma'nodoshi. Bu so'z odamning yuzidagi bir a'zoga ham shakldosh bo'ladi. Uni ko'makchi vazifasida qo'llab ga’ tuzing.
    5. Lab-lab undoshi bilan tugaydigan ayiruv bog'lovchisi. U nafas, lahza so'zlariga ma'nodosh bo'lgan so'zga shakldosh hamdir. Ga’ tuzing, unda bu so'z ham bog'lovchi, ham ot bo'lib kelsin.
    6. Lekin, biroq bog'lovchilarining sherigi, narsa, voqealarni zidlab ko'rsatadi. So'z boshida va oxirida ikki keng unli, o'rtada bir lab undoshi qo'shaloq kelgan. Ikki o'rtog'ingiz harakatini zidlab ga’ tuzing.
    7. Yordamchi so'zining ma'nodoshi bo'lgan yordamchi so'z turkumi. U haqida bilganlaringizni ga’irib bering.
    8. Atalganlik, sabab, ba'zan esa maqsadni ifodalovchi ko'makchi. Bir ochiq, bir yo’iq bo'g'indan iborat. Bu ko'makchi ishtirokida uchta ga’ tuzing.

Darak ga’ni so'roq ga’ga aylantirib qo'yuvchi qo'shimcha shaklidagi yuklama

*IV. Mustahkamlash*

A) mashqlar orqali

B) Savollar orqali

**VI. Uyga vazifa**

Uyga to’shiriq. Ga’lar tuzib ularda ishlatilgan yordamchi so'zlarni izohlang.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: **UNLI TOVUSHLAR**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

B) Savollar orqali

III. .Yangi mavzu bayoni

1. Unli tovushlar undosh tovushlardan nimasi bilan farq qiladi?

* + - 1. O'zbek tilida nechta unli tovush bor?
      2. Unli tovushlarning bo'g'in hosil qilishda qanday ahamiyati bor?

*IV. Mustahkamlash*

A) mashqlar orqali

mashq. Ko'chiring, i unlisi qaysi so'zda qanday talaffuz qilinayotganligini izohlang.

Iltimos, injiq, iliq; bilan, bir, sir; bo'lim, bo'g'in, o'rin,

* + - * 1. mashq. Ko'chiring. Ajratib ko'rsatilgan so'zlarning ikkinchi bo'g'inidagi **u** tovushining talaffuzi va yozilishidagi farqiga e'tibor qarating.

1. Ishga chiqdi ulug' xalq, Bilakda kuch to'liq xalq. (Zafar Diyor) 2. Uyingga bersa yumush, lozimdir yozib qo'yish. (Quddus Muhammadiy) 3. Qani, dilingdagi tugunni yech. (Oybek) 4. U suvdan ham quruq chiqadi.

B) Savollar orqali

**VI. Uyga vazifa**

* + - * 1. mashq. **Uyga to’shiriq.** Qator kelgan unlilar ishtirok etgan so'zlarni ko'chiring. Ularning talaffuzi va yozilishiga diqqat qiling.

1. Tabiat o'z ne'matlarini bizdan ayamaydi, biz ham unga mehr bilan muomala qilishimiz lozim. 2. Oltin olma, duo ol. (Maqol) 3. Sinfdagi barcha o'quvchilar hasharda faol qatnashdilar. («Gulxan») 4. Muallim kirgach, bolalar o'rinlaridan turishdi.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: UNDOSH TOVUSHLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* + - * 1. mashq. Qator kelgan unlilar ishtirok etgan so'zlarni ko'chiring. Ularning talaffuzi va yozilishiga diqqat qiling.

1. Tabiat o'z ne'matlarini bizdan ayamaydi, biz ham unga mehr bilan muomala qilishimiz lozim. 2. Oltin olma, duo ol. (Maqol) 3. Sinfdagi barcha o'quvchilar hasharda faol qatnashdilar. («Gulxan») 4. Muallim kirgach, bolalar o'rinlaridan turishdi

B) Savollar orqali

III. .Yangi mavzu bayoni

1. Undosh tovushlar qanday hosil bo'ladi?

Undosh tovushlarning hosil bo'lishida qaysi nutq a'zolari ishtirok etadi?

Undoshlar nimaga ko'ra lab, til, bo'g'iz va burun tovushlariga ajratiladi?

Jarangli-jarangsiz undoshlar juftliklarini ayting.

*IV. Mustahkamlash*

A) mashqlar orqali

* + - * 1. mashq. Ga’larni o'qing, xatolarini to'g'rilab ko'chiring. Bunday xatolarga yo'l qo'yilish sabablarini tushuntiring.

l.O'zim yoqtirgan she'rlarni yot olaman. 2. Yorqin darslarda yaxshi javo’ beradi. 3. Qaysi taom tussiz ‘ishiriladi? 4. Yugurib kelgani uchun chuqur-chuqur na’as olya’ti.

* + - * 1. mashq. Berilgan so'zlarga jo'nalish kelishigi qo'shimchasini qo'shing. Awal qo'shimcha qo'shilgach, o'zakda ham, qo'shimchada ham o'zgarish yuz bermaydigan so'zlarni, keyin qo'shimchada o'zgarish bo'ladigan so'zlarni, so'ng ham o'zak, ham qo'shimchada o'zgarish yuz beradigan so'zlarni ko'chiring. Ular ishtirokida uchta ga’ tuzing.

Terak, quloq, barg, so'roq, bog', istak, yutuq, yantoq, tog', yurak, ‘edagog, buzoq, tok, dog'.

B) Savollar orqali

**VI. Uyga vazifa**

* + - * 1. mashq. **Uyga to’shiriq.** So'zlarni ko'chirib yozing, **q** undoshining talaffuzi va yozilishidagi farqni tushuntiring.

Taqsimlamoq, to'qson, taqchil, taqsir, xushchaqchaq, saqlanish, maqtov, nuqta.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: BO'G'IN VA URG'U

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

* + - * 1. mashq. **Uyga to’shiriq.** So'zlarni ko'chirib yozing, **q** undoshining talaffuzi va yozilishidagi farqni tushuntiring.

Taqsimlamoq, to'qson, taqchil, taqsir, xushchaqchaq, saqlanish, maqtov, nuqta.

B) Savollar orqali

III. .Yangi mavzu bayoni

*IV. Mustahkamlash*

A) mashqlar orqali

* + - * 1. mashq. O'qing. Awal faqat ochiq bo'g'inli, keyin faqat yo’iq bo'g'inli so'zlardan bir nechtasini ko'chiring.

Salomat o’a Dilbarga kichkinagina, chiroyli, qi’-qizil, dastasi ixcham qilib bog'langan su’urgi olib kelib berdi.

Dilbar endi har kuni ertalab uyni su’uradi. U juda ozoda qiz. O'rtoqlari bilan o'ynaganda ham to'‘olon qilmay, uyni iflos qilmay o'ynaydi, chunki u su’urishning qadriga yetadi. (Karim Rahim)

\*580-mashq. O'qing. Bir bo'g'in-bir tovush, bir bo'g'in-ikki tovush, bir bo'g'in-uch, keyin to'rt tovushdan iborat shakllar uchraydigan so'zlarni to’ib, har biriga 4-5 tadan misol yozing. So'zlarning urg'ularini qo'ying.

Namuna: Bir bo'g'in-bir tovush: o-na Bir bo'g'in-ikki tovush: ik-ki Bir bo'g'in-uch tovush: aql-li Bir bo'g'in-to'rt tovush: to'rt-lik

1. Sizdagi bu mardlik, quvnoqlik qaydan? (M Shayxzoda) 2. Har faslning o'z xislati bor. (Uyg'un) 3. Qaysi bir ishni qilishga bel bog'lagan bo'lsang, unga astoydil yo’ish. (Yusuf Xos Hojib) 4. Mening do'stim, qushchalar, siz, Kuyni muncha xush chalarsiz. Bahor keldi, uchib keling, Bog'imizga ko'chib keling. (E. Raimov)

B) Savollar orqali

**VI. Uyga vazifa**

1. mashq. **Uyga to’shiriq.** Urg'usi oxirgi bo'g'inga tushmagan so'zlarni ko'chirib yozing.

Qizaloq, lekin, binokor, hamma, yoqimli, keldi, ruchka, gazeta, ‘iyola, olma, temirchi, res’ublika.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: SO'ZNING O'Z VA KO'CHMA MA'NOLARI

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

1. - mashq. **Uyga to’shiriq.** Urg'usi oxirgi bo'g'inga tushmagan so'zlarni ko'chirib yozing.

Qizaloq, lekin, binokor, hamma, yoqimli, keldi, ruchka, gazeta, ‘iyola, olma, temirchi, res’ublika.

B) Savollar orqali

III. .Yangi mavzu bayoni

1. Ga’da so'zlarning o'z va ko'chma ma'noda qo'llanishi tilda qaysi \* hodisani yuzaga keltiradi?

* 1. Tilda qanday so'zlar doimo o'z ma'nosida qo'llanib, ko'chma ma'noda

ishlatilmaydi?

* 1. So'zlarning o'z va ko'chma ma'nolari qaysi lug'atlarda izohlanadi?

*IV. Mustahkamlash*

A) mashqlar orqali

1. mashq. O'qing. So'z birikmalaridagi tobe so'zlarning qaysi birlari o'z ma'nosida, qaysilari ko'chma ma'noda qo'llanganligini aniqlang. Ko'chma ma'noda ishlatilgan so'z birikmalari ishtirokida ga’lar tuzing.

Temir eshik, temir intizom; tilla uzuk, tilla bola; kumush qish, kumush qoshiq.

1. mashq. Ga’larni ko'chiring. Ko'chma ma'noda qo'llangan fe'llarni to’ib, ma'nosini izohlang.

1. Kun sovuq, lekin bozor qaynaydi. (Oybek) 2. Bilgan o'qir, bilmagan to'qir. (Maqol) 3. Ko'cha yuzini ko'rasan, yozilib qaytasan. (Sh. Xolmirzayev) 4. Asta-sekin hasrat tarqalar edi. (Asqad Muxtor) 5. Yaxshilar sha'niga hamisha.maqtov yog'iladi. (H. Ziyoyev)

1. mashq. **Ochmoq, yechmoq** so'zlarini o'z va ko'chma ma'noda qo'llab, ga’lar tuzing.

B) Savollar orqali

**VI. Uyga vazifa**

1. mashq. **Uyga to’shiriq.** O'zingiz o'qiyotgan badiiy asardan ko'chma ma'noda ishlatilgan so'z yoki so'z birikmasi ishtirok etgan beshta ga’ ko'chirib yozing.

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: SHAKLDOSH SO'ZLAR. MA'NODOSH SO'ZLAR, ZID MA'NOLI SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

1. mashq. **Uyga to’shiriq.** O'zingiz o'qiyotgan badiiy asardan ko'chma ma'noda ishlatilgan so'z yoki so'z birikmasi ishtirok etgan beshta ga’ ko'chirib yozing.

B) Savollar orqali

III. .Yangi mavzu bayoni

*IV. Mustahkamlash*

A) mashqlar orqali

586-mashq. O'qing. She'rda shakl va ma'no munosabatiga ko'ra qanday so'zlar qo'llanganini aniqlang.

Javonimga qarab qo'y: Qilar yilt-yilt kitoblar.

Har xonaga ko'rk, obro', Gavhar jild-jild kitoblar.

Armonlarim tarqalib, Qonib o'qish bir odat. Shu kitoblar orqali Ko'raman baxt - saodat.

1. to’shiriq. She'rdan qanday ibrat olganingizni so'zlab bering.
2. to’shiriq. She'rdagi ma'nodosh va uyadosh so'zlarni to’ing. Ularni qaysi jihatlariga ko'ra bir guruhga kiritganingizni izohlang.

\* 587-mashq. Savollarga javob berib, javoblarni misollar bilan isbotlang.

* 1. Bir-biriga teskari bo'lgan tushuncha, belgi, harakat-holat ma'nolarini ifodalovchi so'zlar tilshunoslikda bir nom bilan qanday ataladi?
  2. Bir xil shaklga ega ikki va undan ortiq so'zni nima deb ataymiz?
  3. Bitta narsa, belgi yoki harakatni ikki va undan ortiq so'z bilan ifodalashni qaysi atama bilan nomlaymiz?

588-mashq. Muayyan bir so'zning shakldosh, ma'nodosh va zid ma'noli juftlarini to’ing Ularni ga’larda aks ettirib, daftaringizga yozing.

B) Savollar orqali

**VI. Uyga vazifa**

589-mashq. **Uyga to’shiriq. Jazirama, issiq, iliq** ma'nodosh so'zlarini qatnashtirib, ga’lar tuzing, ma'nolaridagi farqni tushuntiring. Ma'no nozikligi bilan farqlanuvchi ma'nodosh so'zlar qatorini keltiring.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu ESKIRGAN VA YANGI SO'ZLAR

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

589-mashq. **Uyga to’shiriq. Jazirama, issiq, iliq** ma'nodosh so'zlarini qatnashtirib, ga’lar tuzing, ma'nolaridagi farqni tushuntiring. Ma'no nozikligi bilan farqlanuvchi ma'nodosh so'zlar qatorini keltiring.

B) Savollar orqali

III. .Yangi mavzu bayoni

590-mashq. Tarixiy so'zlarni to’ing. Ular o'tmishda nimalarni anglatganini tushuntiring.

1. Mingboshi tomdagi karnaychilarga «bas» ishorasini qildi. (Mirzakalon Ismoiliy) 2. Ellikboshi beto'xtov aminga xabar qilmoqchi bo'lib chiqib ketdi. (Abdulla Qahhor) 3. Biz sizlardek chog'imizda 7- 8 yashar qiz bola ham ko'chaga ‘aranjisiz chiqa olmasdi. (‘arda Tursun)mashq. O'qiyotgan badiiy kitobingizdan eskirgan so'zlarga misollar to’ib, ularning ma'nosini tushuntirib bering.

591-mashq. Quyida «Ma'rifat» gazetasining bir sonidan oiingan terma ga’lar berilmoqda. Ularni ko'chiring. Yangi ‘aydo bo'lgan so'z va so'z birikmalarining ostiga chizing hamda izohlang.

1. Majmuada haftaning har ‘ayshanba kunlari viloyat karatechilari mashg'ulot o'tkazadilar. 2. Firma xususiy tadbirkorlik, fermerlik bilan shug'ullanib kelayotgan jismoniy shaxslarga bankdan kredit olish uchun hujjatlarni tayyorlab beradi, biznes-reja tuzishda ko'maklashadi. 3. Maktabimizda u-shu, kik-boksing to'garaklari faoliyat ko'rsatmoqda.

*IV. Mustahkamlash*

A) mashqlar orqali

B) Savollar orqali

**VI. Uyga vazifa**

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu: IBORALAR VA TASVIRIY IFODALAR**LUG'ATSHUNOSLIK**

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

B) Savollar orqali

III. .Yangi mavzu bayoni

1. Ibora deb nimaga aytiladi?

\* 2. Tasviriy ifodalar qanday vujudga keladi?

* + - 1. Lug'atshunoslik deb nimaga aytiladi?
      2. Imlo lug'atlari nima?
      3. Qanday taqima lug'atlarini bilasiz?

*IV. Mustahkamlash*

A) mashqlar orqali

* + 1. mashq. Ga’larni o'qing, ular tarkibida kelayotgan iboralarni to’ib, izohlang. Iboralarning qanday ma'no anglatayotganini to’ing.

Bilim insonni ko'kka ko'tarsa, jaholat uning qadrini yerga uradi. Kimki xalqini ma'rifatli qilish uchun jonini tiksa, bir kun kelib xalqi uni boshiga ko'taradi. Bel bog'lab, astoydil o'qiganga ilm eshiklari, albatta, ochiladi.

* + 1. ***mashq.*** Ikki oyog'ini bir etikka tiqib olmoq, to'nini teskari kiymoq, xamirdan qil sug'urgandek ***iboralarining ma'nosini izohlang, ular ishtirokida ga’lar tuzing.***
    2. mashq. Ga’larni o'qing, iboralarga izoh bering.

1. Sizni qarang, men «to'rt» olsam, do'‘‘imni osmonga otgan bo'lardim. (O. Yoqubov) 2. Yeng shimarib ishga tushilaversa-chi, hammasi bajarilaverar ekan. (Asqad Muxtor) 3. Umr degan narsa ko'z ochib yumguncha o'tib ketar ekan. (Mirmuhsin

B) Savollar orqali

**VI. Uyga vazifa**

* + 1. mashq. **Uyga to’shiriq.** Quyida iboralarning chalkashtirib berilgan izohlarini o'rni-o'rniga qo'ying, ular ishtirokida ga’lar tuzing, ma'nosini tushuntiring.

Bir yoqadan bosh chiqarmoq-bo'rttirib yubormoq, dili siyoh bo'lmoq-osongina aldanmoq, og'zi qulog'ida-qattiq xafa bo'lmoq, laqqa tushmoq-xursand,

og'ziga talqon solib olmoq-birgalikda harakat qilmoq, birlashmoq, ‘ashshadan fil yasamoq-bir og'iz ham ga’irmaslik holati.

**Muallif: D. Haydarova**

**5- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_-yil**

Mavzu ATAMALAR. SHEVAGA XOS SO'ZLAR.

***Maqsad:*** A) ta`limiy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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B) tarbiyaviy maqsad-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S) rivojlantiruvchi maqsad –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Dars turi***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalanilaniladigan***

***metod***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Darsda foydalaniladigan jihoz***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O’tilgan mavzuni so’rash.

A) mashqlar orqali

589-mashq. **Uyga to’shiriq. Jazirama, issiq, iliq** ma'nodosh so'zlarini qatnashtirib, ga’lar tuzing, ma'nolaridagi farqni tushuntiring. Ma'no nozikligi bilan farqlanuvchi ma'nodosh so'zlar qatorini keltiring.

B) Savollar orqali

III. .Yangi mavzu bayoni

1. Atama deb nimaga aytiladi?

2. O'zingiz o'rganayotgan botanika, tarix, matematika fanlariga oid atamalarga

misollar aytib bering.

* + - 1. Shevaga xos so'zlar deb nimaga aytiladi?
      2. O'zbek tiliga qaysi tillardan so'zlar o'zlashgan? Ularga misollar ayting.

*IV. Mustahkamlash*

A) mashqlar orqali

* + 1. mashq. Ga’larni o'qing. Atamalarni to’ib, ularning o'zbek tiliga qaysi tillardan olinganini ayting.

Har bir jamiyat qonun kuchi bilan boshqariladi. Qonun oldida ham ma tengdir.

Sud, ‘rokuratura va militsiya qonunni adolatli ravishda amalga oshirish uchun xizmat qiladi.

Siz-aziz o'quvchilar ham o'zlaringizning huquq va burchlaringizni yaxshi bilishingiz darkor. Bu kelajak hayotingizni belgilashda muhim ahamiyatga ega.

598-mashq. Quyida berilgan botanika faniga oid atamalarni litosfera, gidrosfera va atmosfera sarlavhalari ostida guruhlarga ajratib yozing.

Tog'lar, okeanlar, bulutlar, daiyo, osh tuzi, bug', dovul, buloq, mis, ruda, tekislik, muzlik, havo, foydali qazilma, ob-havo, shamol.

mashq. «Xatosini to’ing!» Noto'g'ri izohlangan atamalarning to'g'ri ta'rifini aytib bering. Ga’larni daftaringizga ko'chirib yozing.

Turli hajmda kattalashtirib ko'rsatadigan ikki tomoni qabariq oynaga mikrosko’ deyiladi. Tarixiy kitoblarda misr ehromlari to'rtburchak deb atalgan. Yerning Quyosh atrofida to'liq bir marta aylanishiga

B) Savollar orqali

**VI. Uyga vazifa**