**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: O'ZBEKISTONDA DAVLAT TILI VA

BOSHQA TILLARNING RIVOJI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

O'ZBEKISTONDA DAVLAT TILI VA BOSHQA

TILLARNING RIVOJI

1-mashq. O'zbekiston Respublikasining «Davlat tili haqida»gi Qonu- nidan olingan bandlarni o'qib, ular haqida suhbatlashing.

1-modda. O'zbekiston Respublikasining davlat tili o'zbek tilidir.

2-mo d d a. O'zbek tiliga davlat tili maqomining berilishi res- publika hududida yashovchi millat va elatlarning o'z ona tilini qo llashdan iborat konstitutsiyaviy huquqlariga monelik qilmaydi.

24-m o d d a. O'zbekiston Respublikasida davlat tiliga yoki boshqa tillarga mensimay yoki xusumat bilan qarash taqiqlanadi.

2-mashq. O'zbekiston Respublikasi Prezidenti I. Karimovning «Yuksak ma'naviyat — yengilmas kuch» kitobidan olingan parchani o'qing va mazmunini so'zlab bering.

Ma'lumki, o'zlikni anglash, milliy ong va tafakkurning ifo- dasi, avlodlar o'rtasidagi ruhiy-ma'naviy bog'liqlik til orqali namoyon bo ladi. Jamiki ezgu fazilatlar inson qalbiga, awalo, ona allasi, ona tilining betakror jozibasi bilan singadi. Ona tili — bu millatning ruhidir.

...Nihoyat, 1989-yilning 19-oktabr kuni bu o'ta muhim masala Oliy Kengash sessiyasi muhokamasiga qo'yildi. Va qariyb bir yarim asrlik qaramlikdan so'ng mamlakatimizda o'zbek tili davlat tili deb e'lon qilindi. Xalqimizning muqaddas qadriyatlaridan biri bo'lmish ona tilimiz o'zining qonuniy maqomi va himoyasiga ega bo'ldi. Bu Vatanimiz tarixida torn ma'nodagi buyuk voqea edi.

...1992-yil 7-dekabrda qabul qilingan O'zbekiston Respublikasi Konstitutsiyasida davlat tilining maqomi huquqiy jihatdan aniq belgilanib, mustahkamlab qo'yildi. Shu tariqa o'zbek tili mustaqil davlatimizning bayrog'i, gerbi, madhiyasi, Konstitutsiyasi qatorida turadigan, qonun yo'li bilan himoya qilinadigan muqaddas timsol- lardan biriga aylandi.

3-mashq. Quyida berilgan so'zlarni ikki guruhga ajratib yozing. Bi- rinchi guruhga o'zbek tiliga qarindosh bo'lgan, ikkinchi guruhga esa qarin- dosh bo'lmagan tillarni joylashtiring.

Rus, ingliz, qozoq, fransuz, tojik, qirg'iz, uyg'ur, qoraqal- poq, xitoy, tatar, hind, arab, koreys, ukrain.

4-mashq. Maqollarni ko'chiring. Ularda ilgari surilgan g'oya to'g'risida so'zlab bering.

1. Ovqatni tuz mazali qiladi, odamni — so'z.

2. Til — aql o'lchovi.

3.Yaxshi so'z —yurakka malham, yomon so'z —yurakka g'am.

4.Tilingda bo'lsa boling, kulib turar iqboling.

**V.MUSTAHKAMLASH**

1.O'zbekiston Respublikasi tarkibiga respublika sifatida kirgan xalq nomi.

2.Volga daryosi bo'ylarida yashovchi turkiy xalq nomi.

3.O'zbekiston Respublikasining shimolidagi davlatda yashovchi xalq nomi.

4.Issiqko'l bo'ylarida yashovchi turkiy xalq nomi.

5.Hozirda Xitoy Xalq Respublikasi hududida yashovchi turkiy xalq nomi.

**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

5-mashq. Uyga vazifa. Boshqotirmada yashiringan xalqlarning nom- larini toping. Dunyo tillari to'g'risida suhbatlashing.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA 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***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.O'zbekiston Respublikasi tarkibiga respublika sifatida kirgan xalq nomi.

2.Volga daryosi bo'ylarida yashovchi turkiy xalq nomi.

3.O'zbekiston Respublikasining shimolidagi davlatda yashovchi xalq nomi.

4.Issiqko'l bo'ylarida yashovchi turkiy xalq nomi.

5.Hozirda Xitoy Xalq Respublikasi hududida yashovchi turkiy xalq nomi.

**III. YANGI MAVZU BAYONI.**

O'TILGANLARNI TAKRORLASHUNLI TOVUSHLAR

Unli tovushlar deb qanday tovushlarga aytiladi?

O'zbek tilidagi unli tovushlarni ayting va ularga tavsif bering.

Bilim, tuzish, o'lka, odam so'zlari tarkibida kelgan unli to­vushlarni aniqlab, izohlang.

6-mashq. Matnni o'qing. Tushirib qoldirilgan unli tovushlarni o'rniga qo'ying va ularga izoh bering.

M...na, q...yosh k...tarildi. Ona haykal... yog'd...lar ich...da oft...bday porl...b tur...bdi. Yurtimizda faqat bizning zamonamiz- dagina ayolga, onaga h...ykal qo'yildi. Unga, on...ga but...n dunyo ta'zim qilsa arz...ydi. {E. Oxunova)

7-mashq. Maqollarni ko'chiring. So'zlar tarkibida kelgan unli tovush­larga tavsif bering.

1. Aql ko'pga yetkazadi, hunar ko'kka. 2. O'qish yaxshi, uqish undan ham yaxshi. 3. Yomonlikning oxiri — voy. 4. Mehnatda si- nalgan — elda aziz. 5. So'z doriga o'xshaydi — ortiqchasi zarar kel- tiradi.

8-mashq. Nuqtalar o'rniga unli tovushlarni qo'yib, turli xil so'zlarni hosil qiling va ular ishtirokida gaplar tuzing.

Z...r, q...l, t...p, b...l, t...z, m...l, k...r, q...y, d...l, t...r.

9-mashq. Unli tovushlari tushirib qoldirilgan hikmatli so'zni o'qing va undagi unlilarni izohlang.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

10-mashq. Uyga vazifa. Yodlagan she'ringizdan bir misra yozing. Unli tovushlarga izoh bering.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA 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***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

UNDOSH TOVUSHLAR

1.Undosn tovushlarning hosil bo'lishini tushuntirib bering.

2.Lab undoshlari qaysilar?

3.Til undoshlari deb qanday undoshlarga aytiladi?

4.Portlovchi va sirg'aluvchi undoshlar haqida so'zlab bering.

5.Jarangli undoshlaiga tavsif bering.

6.Jarangsiz undoshlarni izohlang.

7.Undoshlar imlosi haqida so'zlab bering.

11-mashq. Matnni o'qing. Undoshlarni lab undoshlari, til undoshlari va bo'g'iz undoshlariga ajrating.

Yarim soatlardan keyin ona ayiq inidan chiqdi...

Shunda Islom rejissorning miltiqqa qo'l cho'zayotganini ko'rdi.

Nima qilmoqchisiz?! — dedi.

Menga qarang, shuni siz otib bering menga, — dedi u. — Terisi juda kerak.

Mehmon, siz meni bilmaysiz... Mening otam ham, onam ham, do'stim ham mana shu tabiat. Meni tog' shaydosi, deydilar. Bu xayolni boshingizdan chiqaring! (Sh. Xolmirzayev)

12-mashq. Hikmatli so'zlarni o'qing. Undosh tovushlarni jadvalga joylashtiring.

1. Yer — dehqonning joni, suv — qoni. 2. Yerni siylaganni el siylaydi. 3. Yer — xazina, suv — oltin. 4. Yer egasi bo'lma, mehnat egasi bo'l. 5. Yer ochganning baxti ochilar. 6. Mehnat — rohat va farog'atning kaliti.

|  |  |  |  |
| --- | --- | --- | --- |
| Til oiai undoshi | Til o rta undoshi | Til orqa undoshi | Chuqur til orqa undoshi |
|  |  |  |  |

13-mashq. v, g, n, r, t, f, ch, x, h undoshlariga hosil bo'lish o'rni, hosil bo'lish usuli, ovoz va shovqinning ishtirokiga ko'ra tavsif bering.

14-vashq. Xato berilgan so'zlarni aniqlang, ularni imlo qoidalariga mos ravishda ko'chiring, portlovchi va sirg'aluvchi, jarangli va jarangsiz undosh tovushlarga e'tibor bering.

Jahonda nimaiki oq bo'sa, unga ona suti timsol: nimaiki jo'shqin bo'sa, unga ham ona mehri timsol: nimaiki chidamli, sabr-toqatli bo'lsa, ona irodasi timsol, kimki pok muhabbat mehri daryolik davo qisa, onaning pok qalbi timsol. Shu bois, biz har vaqt onaga nisbat berib «ona yurtim», «ona tilim» deymiz. (O. Alimardonova, Q. Nazarov)

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

15-mashq. Uyga vazifa. Rasm asosida «Mustaqillik bayramida» mavzu- sida matn tuzing. Unda ishlatilgan undoshlarni izohlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: O'ZBEK ALIFBOSI VA IMLO QOIDALARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

O'ZBEK ALIFBOSI VA IMLOQOIDALARI

«Lotin yozuviga asoslangan yangi o'zbek alifbosiga o'tish to'g'risida»gi O'zbekiston Respublikasi Qonuni qachon qabul qilingan?

O'zbek alifbosini yoddan aytib bering.

Imlo qoidalari deganda nimani tushunasiz?

16-mashq. Matnni o'qing. Ajratib ko'rsatilgan so'zlarning talaffuzi va imlosidagi farqlarni tushuntiring.

— Yonboshingizdagi ulug'vor tog'lar, jonning huzuri, g'ir- g'ir shaboda... Sut, qimiz, serob, — hazillashdi Komila. — Jannat- ku bu hayot, o'zim cho'pon bo'lar edim, iloji bo'lsa, rost aytyap- man. Cho'ponlar gurillab xoxoladilar.

Siyrak soqol, burushgan yuzli, qotma gavdali cho'pon chol e'tiroz qildi:

— Ehe, Komilaxon, yoshsiz, bilmaysiz, bu hunarning ham mashaqqati zo'r, og'ir mehnat. Qo'ylar misli chaqaloq, parvarish- ning talabgori ular. Tog'da bo'ronlar, sellar, toshqinlar, shamollar... Oho, ofat behad ko'p. Hamisha ziyraklik lozim. (Oybek)

17-mashq. Quyida berilgan so'zlarning imlosiga diqqat qiling va ular ishtirokida gaplar tuzing.

Uzum, darvozabon, jahongashta, jigarband, donishmand, xushomadgo'y, serdaromad, shod-xurram, hukumat, madaniyat, qahqaha, hasharot, muddao, olimpiada.

18-mashq. So'zlarni alifbo tartibida dafitaringizga yozing.

Sabzavot, poytaxt, zangori, jonajon, bosmaxona, manzil, do'stlarcha, xavf-xatar, ilhom, g'uborsiz, inoq, albatta.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

19-mashq. Uyga vazifa. Quyidagi so'zlar ishtirokida gaplar tuzing, ularning talaffuzi va yozilishidagi farqlarni toping.

San'at, hujum, ma'rifat, shogird, mehmondo'st, botanika. Nam una: O'zbek san'atining dovrug'i butun dunyoga yoyilmoqda.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***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***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

BO'G'IN VA URG'U

1.Bo'g'in deb nimaga aytiladi?

2.Ochiq va yopiq bo'g'in haqida so'zlab bering.

3.Urg'u va uning turlari haqida gapiring.

20-mashq. Matnni o'qing. So'zlarni bo'g'inlarga ajrating va ularni quyida berilgan jadvalga joylashtiring.

Vatan tuyg'usi — bu ozod xalqning munosib farzandi, mus- taqil mamlakatning fidoyi fiiqarosi bo'lmoqqa intilish tuyg'usidir. (« Vatan tuyg'usi»)

|  |  |  |  |
| --- | --- | --- | --- |
| Bir bo'g'inli | Ikki bo'g'inli | Uch bo'g'inli | To'rt bo'g'inli |
|  |  |  |  |

21-mashq. Gaplarni o'qing, ochiq va yopiq bo'g'inlarni aniqlab, ularga izoh bering.

1. Go'zallik tuyg'usini singdirmay turib, barkamol insonni voyaga yetkazish mumkin emas. (R. Tagor). 2. Insonning bittagina zolimi bor, u ham bo'lsa, jaholat. (V. Gyugo). 3. Bilimga eltuvchi yagona yo'l — bu faoliyatdir. (Ј. Shou) 4. Inson qanchalik ma'rifatli bo'lsa, el-yurtga shunchalik ko'p foydasi tegadi. (A. S. Griboyedov) 5. Ilmdan bir shu'la dilga tushgan on, Aniq bilursankim, ilm bepoyon. (Abulqosim Firdavsiy)

22-mashq. Ko'zlar, yangi, bog'lar, hozjr, gullar so'zlarida urg'uning ko'chishi bilan so'z ma'nosining o'zgarishiga diqqat qiling, ular ishtirokida gaplar tuzing.

Nam una: Bog'dagi gullar anvoyi hidlar taratadi. Balki bu olma ham erta-indin pillar.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

23-mashq. «Ilm — hayot chirog'i» mavzusida matn tuzing, so'zlarni bo'g'inlarga ajrating.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: BIR MA'NOLI VA KO'P MA'NOLI SO'ZLAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

BIR MA'NOLI VA KO'P MA'NOLI SO'ZLAR

1.Bir ma'noli va ko'p ma'noli so'zlar deb qanday so'zlarga aytiladi?

2.O'z va ko'chma ma'no deganda nimani tushunasiz?

3.Ko'chma ma'noli so'zlarga misollar keltiring.

24-mashq. Matnni o'qing. Bir ma'noli so'zlarni topib izohlang.

Golland olimi Van Batist Helmont o'n yettinchi asr boshida g'alati tajriba o'tkazdi. U bochkaga tarozida aniq o'lchangan tuproq soldi va tol ko'chatini ekdi. Keyin kuta boshladi. Oradan besh yil o'tgach, u daraxt bo'ldi, vazni 66 kilogramga yetdi. Helmont tuproqni ham tortib ko'rdi. Tuproq awalgi vaznidan 56 gramm yengil chiqdi. Olim o'simliklar faqat suv bilan oziqlanadi, degan xulosaga keldi, lekin u nohaq edi.

Endilikda ma'lumki, o'simliklar asosiy ozuqani quyosh nuri va havodan oladi. Ular karbonat angidridni yutib, kislorod chiqarib beradi. («Gulxan»dan)

25-mashq. Ikki guruhga bo'linib, musobaqa uyushtiring. Yer, oy, osmon, yulduz, ochiq, umr so'zlarini birinchi guruh o'z ma'nosida, ik- kinchi guruh ko'chma ma'noda qo'llab gaplar tuzsin va izohlasin.

Namuna:

1 -guruh — Osmonda to 'lin oy charaqladi.

2-guruh — Navoiy 1441-yilning fevral oyida tavallud topgan.

26-mashq. Matnni o'qing. Ko'chma ma'noda ishlatilgan so'zlarni topib, izohlang.

U ko'l yoqasiga kelib qolganini ham sezmadi. Ro'parasida tiniq suvday zilol ko'zguni ko'rdiki, uning go'zalligidan to'xtab qoldi... Ko'ldagi suv jimirlab turar, quyiroqda ko'kimtir tusga kirgan silliq toshlarga ohista urilardi. Elyorning vujudiga orombaxsh shabada yugurdi. U hovuchiga suv olib, yuz-qo'lini chaydi. Tomchilar go'yo durlar singari ko'lga bir zumda singib ketdi... (H. Ikromov)

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

27-mashq. Uyga vazifa. Rasm asosida «Kuzda» mavzusida matn tu­zing, unda ko'chma ma'noli so'zlardan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: SO'ZLARNING SHAKL VA MA'NO

MUNOSABATIGA KO'RA TURLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

SO'ZLARNING SHAKL VA MA'NO

MUNOSABATIGA KO'RA TURLARI

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

2. Ma'nodosh so'zlar deganda nimani tushunasiz?

3. Zid ma'noli so'zlarga misollar keltiring.

4. Paronim so'zlar deb qanday so'zlarga aytiladi?

28-mashq. Gaplarni o'qing, shakldosh so'zlarni aniqlab, izohlang.

1. Mashinaga hojat yo'q. Ana, ko'chada tramvay, trolleybuslar bor. Bor, toshingni ter! 2. Tushga qolmay yukimiz ot aravaga ortildi. Ahad Mirzo bo'sh kelmay uning yo'lini to'sdi: — Tush pastga! (Sh. Xolmirzayev) 3. Osh totig'i — tuz. (Maqol)

Shakldosh so'zlar ishtirokida gap tuzing.

29-mashq. Nuqtalar o'rniga ma'nodosh so'zlardan mosini qo'ying.

Spitamenning... (halok bo'lganini, vafot etganini, o'limini) ko'rgan Iskandar hayajonga tushib:

— Bunday... (botir, jasur, qahramon) har yuz yilda bir marta... (tug'iladi, dunyoga keladi, tavallud topadi), uni alohida izzat-hurmat bilan... (dafn etinglar, ko'minglar), — ded (Mirka- rim Osim)

30-mashq. Eshitmoq, g'alaba, xato, yaxshi, sovg'a so'zlarining ma'nodoshlarini topib, gap ichida keltiring. Ularda qanday ma'no nozik- liklari borligiga diqqat qiling.

31-mashq. Maqollarni o'qib, yod oling. Zid ma'noli so'zlarni izoh­lang.

1. Kattaga hurmat, kichikka — izzat. 2. Yaxshilik nur keltirur, yomonlik zulmat. 3. Yomonni tanqid qil, yaxshiga taqlid qil! 4. Ko'p bilgan oz so'zlar, oz so'zlasa ham soz so'zlar. 5. Mard o'zar, nomard to'zar.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

32-mashq. Uyga vazifa. Tub — tup, tuz — tus, burch — bur}, yoqilg'i — yonilg'i so'zlari o'rtasidagi farqlarni toping, ular ishtirokida gaplar tuzing.

Nam una: 1. Vatan oldidagi farzandlik burchini o'tamoq— har bir yosh uchun sharaf. 2. Quyosh hamal yulduzlar burjiga o'tishi bilan kunlar isiy boshlaydi.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: ESKIRGAN VA YANGI SO'ZLAR.

ATAMALAR. SHEVAGA XOS SO'ZLAR. IBORALAR. LUG'ATSHUNOSLIK

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

ESKIRGAN VA YANGI SO'ZLAR. ATAMALAR. SHEVAGA XOS SO'ZLAR.IBORALAR. LUG'ATSHUNOSLIK

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

2.Yangi paydo bo'lgan so'zlarga misollar keltiring.

3.Atamalar deb nimaga aytiladi?

4.Shevaga xos so'zlarga misollar ayting.

5.Iboralar haqida so'zlab bering.

Lug'atshunoslikda nimalar o'rganiladi?

33-mashq. Eskirgan so'zlarni aniqlab, ularga izoh bering.

Amir Temur katta olimlarni, xususan, fiqhshunoslar, mu- haddislar, muarrixlar, faylasuflar, munajjimlar, shuaro va mu- siqashunoslar, tabiblarni xush ko'rardi. Uning saroyiga ana shu ilmlarning juda ko'p namoyandalari to'plangan edi. Tarix kitoblari tufayli ko'plarining nomi saqlanib qolgan. (B.Ahmedov)

34-mashq. Tadbirkor, ishbilarmonlik, fermer, internet kabi tilimizda paydo bo'lgan yangi so'zlarga izoh bering. Ularning paydo bo'lish sabab- larini tushuntiring.

35-mashq. Quyida berilgan atamalarni jadvalga joylashtiring va ularga izoh bering.

Ildizpoya, diagramma, urug'chilik, mezolit, hujayra, kasr, to'pgullar, fotosintez, konus, silindr, uchburchak, eneolit.

|  |  |  |
| --- | --- | --- |
| Tarixga oid | Matematikaga oid | Boianikaga oid |
|  |  |  |

36-mashq. Shevaga xos so'zlarni toping, ularga izoh bering.

«Qaysi sheva adabiy Tilimizga mos kelar. Xalq tilida qaysi bin Juda-juda oz kelar?!» «Qo'qonda «aqa-baqa», Toshkentda «votti-votti». Bu qanaqa til o'zi?»— 12

Deb o'shqirardi Sotti.

Hoy, Eshniyoz, ne uchun

«Pichoq»ni «pakki» deysan?

Sen o'zing-chi Mirgulshan,

«Tomchi»ni «chakki» deysan.

Ne ajab Abdurahmon

«Valish»ni «so'ri» desa.

Qurbonali baqrayib

«Qashqir»ni «bo'ri» desa.

Tosh o'rtaga qo'yib der:

Mana shu oddiy paqir.

Agar shu chelak bo'lsa,

Guvohlaringni chaqir.

(Qodir Dehqon)

37-mashq. Iboralar izohidagi xatoliklarni to'g'rilab, daftaringizga ko'chiring. Ular ishtirokida og'zaki gaplar tuzing.

Kavushini to'g'rilab qo'ymoq (qo'rqmoq), kapalagi uchib ket- moq (boplamoq), og'zi qulog'ida (maqtamoq), ko'klarga ko'tarmoq (xursand), qovog'idan qor yog'moq (oson), xamirdan qil sug'urganday (xafa).

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

38-mashq. Uyga vazifa. O'zingiz o'qiyotgan matematika, botanika, tarix kitoblarining oxirida berilgan atamalardan 5—6 tasini ko'chiring.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: MORFOLOGIYAGA KIRISH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

MORFOLOGIYAGA KIRISH

Topshiriq. Matnni o'qing va mazmunini so'zlab bering.

Siz 5-SINFLAR UCHUNda so'zning ma'no tomoni bilan tanishdingiz. So'zlarning atash ma'nosi, bir ma'noliligi va ko'p ma'noliligi, shakldoshligi, ma'nodoshligi, zid ma'noliligi kabi tushunchalar haqida tasawurga ega bo'ldingiz.

So'zlarning borliqdagi ma'lum narsa, belgi-xususiyat, ha- rakat-holatlarni bildirishi ularning atash ma'nolari yoki lug'aviy ma'nolari deyilishidan, tilshunoslikning atash ma'nolarni o'rganuvchi bo'limi esa leksikologiya hisoblanishidan xabardorsiz.

So'zlar atash ma'nosi bilan birga, ma'lum grammatik ma'no va uni ifodalovchi shaklga ham ega bo'ladi. Masalan, olmalarni so'zi «mevali daraxt» va «olma daraxti mevasi» ma'nolari bilan birga, «ko'plik», «kelishik» ma'nolari va bu ma'nolarni ifodalovchi ko'plik shakli (-lar) hamda kelishik shakli (-«/') ga ham ega. «Mevali daraxt» va «olma daraxti mevasi» ma'nolari bu so'zning atash ma'nosi, qolgan ma'nolar esa grammatik ma'nolari sanaladi.

Har qanday grammatik ma'no ma'lum grammatik shakl orqali ifodalanadi. Grammatik ma'nolarni ifodalovchi vositalar grammatik shakl hisoblanadi.

So'zlarning grammatik ma'nolari va ularni ifodalovchi gram­matik shakllarni o'rganuvchi tilshunoslik bo'limi morfologiya sanala­di. Morfologiya yunoncha morphe «shakl», logos «so'z», «ta'limot» so'zlaridan olingan bo'lib, so'z shakllari haqidagi ta'limot de- makdir.

Ko'rinadiki, leksikologiya bilan morfologiya o'rtasida uzviy aloqa mavjud. Har ikkisida so'z o'rganiladi. Ular so'zning qaysi tomonini o'rganish bilan farqlanadi. Leksikologiya so'zning atash ma'nosini, morfologiya esa uning grammatik ma'nosini va bu ma'nolarni ifo­dalovchi vositalarni o'rganadi.

l. Leksikologiyada so'z qaysi tomondan o'rganiladi?

So'zning atash ma'nosi deganda nimani tushunasiz?

Qaramoq, boqmoq, ko'rmoq so'zlarining atash ma'nosini ayting.

Chaqqon, nur so'zlarining ma'nolarini ayting.

Tut so'zining shakldoshlarini ayting.

Morfologiya so'zning qaysi tomonini o'rganadi?

Yo'l so'zining atash va grammatik ma'nolarini ayting.

39-mashq. Matnni o'qing, ajratib ko'rsatilgan so'zlarning atash va grammatik ma'nolarini aytib bering.

Biz, pokiza zotlarning naslidanmiz. Ota-bobolarimiz, momo- larimiz mehnatkash, toza qalbli, imonli, odobli, e'tiqodli, vijdonli, bir-biriga oqibatli, mehr-muhabbatli, saxovatli insonlar bo'lishgan. Bizning tomirlarimizda ularning pok qoni bor. Ularning yuksak ma'naviyati bizni hech qachon tark etgani yo'q va tark etmaydi ham. (D. Mahmudova)

40-mashq. Gaplarni o'qing. Nuqtalar o'rniga berilgan qo'shimchalardan mosini qo'yib ko'chiring. Qo'shimchalarning so'zga qanday ma'no qo'shayotganini ayting.

1. To'g'ri... bilan xiyonat, yolg'on... bilan diyonat chiqisha olmay... 2. Baxt...lik... belgisi nodonlik... . 3. Qo'rq... do'st yovuz dushman... yomon. 4. Yalqovlik muhtojlik eshig...dir.

(-lik, -di, -chilik, -oq, -dah, -siz, -ning, -i, -dir)

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**VI. UYGA VAZIFA:**

41-mashq. Uyga vazifa. «0'zbekiston tabiati» mavzusida matn tuzing. Unda ishlatilgan so'zlarning atash va grammatik ma'nolarini izohlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: SO'Z TARKIBI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

SO'Z TARKIBI

1-topshiriq. Berilgan so'zlarni ma'noli qismlarga ajrating. Bu so'zlar uchun umumiy bo'lgan qismni ayting.

Ishni, ishchi, ishla, ishsiz, ishga.

2-topshiriq. Berilgan so'zlarni ma'noli qismlarga ajrating. Bu so'zlar uchun umumiy bo'lgan qismni ayting.

Suvchi, ishchi, omborchi, traktorchi, kombaynchi.

BILIB OLING. So'z tarkibi asos va qo'shimchalardan iborat.

42-mashq. So'zlarning tarkibini aniqlang. Bir necha so'zda takrorlanib kelayotgan qismlarni toping.

Xabardor, ilmli, ilmsiz, xabarsiz, ilmiy, ulug'vor, bexabar, beilm, ulug'lamoq, ilmparvar, ulug'vorlik.

43-mashq. Nuqtalar o'rniga kerakli qo'shimchalarni qo'ying, so'zlarning ma'nosida bo'layotgan o'zgarishlarni izohlang.

Yaponiyalik Komatsu til... olim sanaladi. U Osaka chet til... institutining fors til... bo'limini bitirgan. O'zbek tili... mustaqil o'rgangan. O'zbek tilini chuqur o'rganish maqsadida 1976—1981- yillar mobayni... O'zbek...ga to'rt marta safar qilgan. O'zbek tili bo'yicha "Oson o'zbek tili» asarini va «0'zbek...-yaponcha lug'at»ini nashr qil...gan.

Komatsu o'zbek tilini Yaponiyada targ'ib qilayot... fidoyi olimlar... biridir. (E. Umarov)

44-mashq. Ikki guruhga bo'lining. Birinchi guruh gap, ikkinchi guruh suv so'zini asos qilib olsin va «Kim eng ko'p so'z topa oladi?» musobaqa- sini o'tkazing.

Namuna: yog', yog'li, yog'siz, yog'la, seryog'...

So'z tarkibi deganda nimani tushunasiz?

Do'stlarimizni so'zining tarkibini aniqlang.

-jon, -xon, -chi, -dor qo'shimchalarini so'zlarga qo'shing va ularning ma'nolarida sodir bo'layotgan o'zgarishlarni tu- shuntiring.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

45-mashq. Uyga vazifa. -lik, -zor, -iston, -la, -siz qo'shimchalari yordamida so'zlar yasang, ular ishtirokida gaplar tuzing.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: ASOS VA QO'SHIMCHALAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

ASOS VA QO'SHIMCHALAR

Topshiriq. Berilgan so'zlarni ma'noli qismlarga ajrating. Ularning qaysilarini mustaqil qo'llash mumkin, qaysilarini esa mustaqil qo'llash mumkin emasligini aniqlang.

Mevazor, mevali, mevaning, mevalarni.

BILIB OLING. So'zning asosiy ma'nosini ifodalab, mustaqil qo'llana oladigan qismi asos deyiladi.

Mustaqil qo'llana olmaydigan, asosga qo'shilib, unga yangi yoki qo'shimcha ma'no yuklaydigan, shuningdek, so'zlarni bog'lashga xizmat qiladigan qismga qo'shimcha deyiladi.

46-mashq. Matnni o'qing. Ajratib ko'rsatilgan so'zlarni ma'noli qism­larga ajrating. Ularning qaysi biri asos, qaysinisi qo'shimcha ekanini ayting.

Mehnat, halollik haqida ibratli rivoyat bor: Bir bola ulg'aygach, otasi unga ishlab pul topib keltirishni buyuradi. Lekin ko'ngilchan ona: «0'g'lim qo'lini qavartirib qiynalib yurmasin», deya, eridan o'g'rincha unga pul beradi. Sezgir ota o'g'li keltirgan pulni o'tga tashlaydi. Bola beparvo, loqayd turaveradi. Bu hoi yana takrorlanadi. O'giining uchinchi marta olib kelgan pulini otmoqchi bo'lganida, bola uning qo'liga yopishib, yondirmasligini so'raydi. Ota shunda- gina bu safar o'g'lining haqiqiy peshona teri bilan pul topganiga ishonadi.

Mehnat bilan topilgan pul qadri mashaqqat bilan qo'lga ki- ritilgan barcha narsalar singari azizdir. («Saodat»)

47-mashq. So'zlarni ikki guruhga ajrating. Birinchi guruhga yangi ma'no beruvchi, ikkinchi guruhga qo'shimcha ma'no yuklovchi qo'shimchali so'zlarni yozing.

Giyohlarni, adolatli, bog'bon, ajratildi, mevazor, birinchi, kuzda, dorishunos, sayohatchilar, topilgan, sezgir, ikkita, mehnat- kash, bag'riga, mehnatdan.

48-mashq. Nuqtalar o'rniga qavs ichidagi mos qo'shimchani qo'yib, gaplarni ko'chiring.

Mard...(-chi, -lik, -kor) — bu ezgu tuyg'u, muqaddas fazi- lat, tabarruk meros. Mard bo'lgan kishi...(-lar, -cha, -da) haqiqat, qanoat, sabr, ezgulik, vijdon, adolat, diyonat, insof, (be-, -ba- , no-)...mardlarda yolg'izlik, yomonlik, ojizlik, makkorlik, hasad, adovat, tubanlik, noinsoflik kabi sifatlar...(-da, -chi, -ni) uchratish mumkin. («Axloq, odob saboqlari» kitobidan)

So'zning qanday qismi asos deyiladi?

Qo'shimcha nima?

Asos va qo'shimchaning farqi nimada?

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

49-mashq. Uyga vazifa. «Keksalrni ardoqlang!» mavzusida matn tuzing. Unda ishlatilgan so'zlarni asos va qo'shimchalarga ajrating.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: QO'SHIMCHALAR TASNIFI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

QO'SHIMCHALAR TASNIFI

T o p s h i r i q. Berilgan so'zlarning asos va qo'shimchalarini aniqlang. Qo'shimchalarning asos ma'nosidan yangi ma'no hosil qilayotgan yoki qilmayotganini ayting.

Oqla, gulchi, xizmatchi, gulni, gullar.

BILIB OLING. Qo'shimchalar vazifasiga ko'ra ikki turli bo'ladi: a) so'z yasovchi qo'shimchalar, masalan, oq asosiga -la qo'shimchasining qo'shilishidan «oq rangga kiri- tish» ma'noli yangi so'z yasalgan; b) shakl yasovchi qo'shimchalar, masalan, -lar qo'shimchasi gul asosiga qo'shilib, uning ma'nosidan boshqa yangi ma'no yasamaydi, gulning birdan ortiq ekanligini bildiradi.

50-mashq. Ajratib ko'rsatilgan so'zlardagi qo'shimchalarning turini aniqlang.

Biroz yurishgandan so'ng mulozimlar shoirning qabristonga yaqinlashganda otdan tushishi sababini so'rabdilar. Alisher Navoiy ancha vaqt sukut saqlab turibdi-da, keyin mulozimlaridan norozi ohangda shunday deb javob beribdi:

— Bu yerda xalqimizning jigargo'shalari, tabarruk padari buzrukvorlari mangu uyquga ketganlar. Bular yonidan ot choptirib, changitib o'tish insonlik sha'niga isnoddir, nahotki, shuni ham bilmasalaring? («El desa Navoiyni» kitobidan)

51-mashq. Qavs ichidagi so'zlarga kerakli qo'shimchalar qo'shib ko'chiring. Shakl yasovchi qo'shimchalarning tagiga chizing.

Xalq (tabobat) qulupnay (meva) terlatuvchi, bezgak (xuruj) qarshi omil sifatida tavsiya etiladi.

Shuningdek, buyrak (kasallik), o't (yo'l) yallig'lanishi bilan bog'liq (kasallik) iste'mol qilish lozim ko'riladi.

Olimlarning (fikr) qaraganda, qulupnay buyrakdagi (tosh) yemirish (qobiliyat) ega bo'lishi bilan birga, (unda) tosh hosil (bo'lish) yo'l qo'ymaydigan tabiiy omillardan hisoblanadi. (M. Nabiyev)

1.Qanday qo'shimchalar so'z yasovchi qo'shimchalar de­yiladi?

2.Shakl yasovchi qo'shimchalarning so'z yasovchi qo'shim- chalardan farqi nimada?

3.Suv, aql so'zlariga awal so'z yasovchi qo'shimchalar, keyin shakl yasovchi qo'shimchalar qo'shing. Ularning farqini tu- shuntiring.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

52-mashq. Uyga vazifa. Qo'shimchalarni turiga qarab jadvalga joylashti- ring. Ular ishtirokida so'zlar hosil qiling va shu so'zlarni qatnashtirib gaplar tuzing.

-bon, -shunos, -gi, -lar, -imiz, be-, -ib, -li, -ona, -guncha, -soz, -paz, -ga, siz.

|  |  |
| --- | --- |
| So'z yasovchi qo'shimcha | Shakl yasovchi qo'shimcha |
|  |  |

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: SO'Z YASOVCHI QO'SHIMCHALAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

SO'Z YASOVCHI QO'SHIMCHALAR

53-mashq. -li, -siz, -dosh, -chi, -ilia, -la qo'shimchalari yordamida so'zlar yasang va ular ishtirokida gaplar tuzing.

54-mashq. Matnni ko'chiring, so'z yasovchi qo'shimchalarning tagiga chizing va izohlang.

Zamonaviy bilimga ega, odobli, ilmli, barkamol va shijoatli farzandlar bizning kelajagimizdir. Iste'dodli, bilimdon yoshlar o'qish uchun chet ellarga yuborilmoqda. Ularda shijoat, yangilikka intilish bor. Jismoniy va ma'naviy jihatdan yoshlarimizni yetuk qilib tarbiyalash shu kunning bosh vazifasidir. (Gazetadan)

55-mashq. Topishmoqlarni o'qib, javobini toping. Yasama so'zlarni aniqlang va ulardagi so'z yasovchi qo'shimchalarni belqilang.

1. Qorday oppoq, parday yumshoq. 2. Qat-qat quloq, dum- dumaloq. 3. Qush emas, qanoti bor, chiroyli savlati bor. Unga lochin yetolmas, yengilmas quwati bor. 4. G'it-g'it, deydi, ishlay- di, yerga kukun tashlaydi. 5. Kelib og'zin ochar, tishlab qochar.

Qanday qo'shimchalar so'z yasovchi qo'shimchalar deyila­di?

So'z yasovchi qo'shimchalar yordamida yangi so'zlar hosil qiling.

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

56-mashq. Uyga vazifa. «Aqlli bola — elga manzur» mavzusida matn tuzing. Unda ishtirok etgan qo'shimchalarni ajrating va turini ayting.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: TUBVA YASAMA SO'ZLAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

TUBVA YASAMA SO'ZLAR

Masalan: toshloq, temirchi, temirchilik, serquyosh.

Bir umumiy asosga ega bo'lgan so'zlar asosdosh so'zlar sanaladi: tashvishli, sertashvish, tashvishlanmoq kabi.

ESDA TUTING. So'zning shakl yasovchi qo'shim- chalarsiz qismi asos sanaladi.

57-mashq. Gaplarni yozing, so'z yasovchi qo'shimchalarning tagiga chizing.

1. Boboxon goh o'chirg'ichga, goh bug'doyzor tomon uchib ketayotgan chumchuq bolasiga, goh Tal'atga qarab hang-mang bo'lib qolgan edi. (O'. Usmonov) 2. Bolalarning beg'ubor qalbi to'lib-toshib oqayotgan daryoday jo'shqin. (/. Razzoqov) 3. Ipakday mayin, buloq suviday tiniq xayollaringizga hech kim xalal bermay- di. (Murod Xidir) 4. Shu-shu quyon changalzorga yolg'iz bormay- digan bo'libdi. (Ertakdan)

1-topshiriq. Boshliq, boshla, bebosh, boshsiz so'zlarini bir-biriga taqqoslang. Ularning bosh so'zidan farqini ayting.

2-topshiriq. -boz, -chart, -la qo'shimchalari yordamida yangi so'zlar yasang.

BILIB OLING. Tarkibi asos va yasovchi qo'shim- chalarga bo'linmaydigan so'zlarga tub so'zlar deyiladi. Masalan: tosh, temir, quyosh.

Asosga so'z yasovchi qo'shimchalar qo'shilishi orqali hosil qilingan yangi asos sodda yasama so'zlar deyiladi.

1. Ha, bu yerlar chiroy..., hamma yoq daraxt, buta... bo'lgani bilan sovuq. (A. Yunusov) 2. Mehmon jiddiy...di, nimanidir is- bot...moqchiday bir kes... gap...di. (M. Tursunov) 3. Semiz...ni qo'y ko'tarar deganlaridek, Omonga ...davlatlik yoqmas edi. (G'afur G'ulom)

3-topshiriq. So'zlarni ma'noli qismlarga ajrating. Qo'shimchalarninj asos ma'nosiga ta'sir qilayotgani yoki qilmayotganini ayting.

Tohiijon, Halimjon, qalamim, daftarlar, rasmga, kitobcha

4-topshiriq. Suvchi va suvga so'zlaridagi qo'shimchalarning vazifala ridagi farqni izohlang.

BILIB OLING. Asosga qo'shilib, uning ma'nosiga qo'shimcha ma'no yuklash yoki o'zi qo'shilayotgan so'zni boshqa so'zga bog'lash vazifasini bajaruvchi qo'shimchalarga shakl yasovchi qo'shimchalar deyiladi.

58-mashq. Matnni o'qing. Tub va yasama so'zlarga izoh bering.

Dor qurilgan maydonda bolalar arqonlarga osilib o'ynamoqda. O'ktam ham yo'g'on arqonni siltab-siltab ko'rdi, dor atrofida aylanib, uning uskunasini qiziqib ko'zdan kechirdi. U bolalikdan bu o'yinni sevar edi. Bir necha yildan buyon ko'rmagani uchun tomosha etgisi keldi. Qani. dorboz qo'liga langarni olib «baka-baka- bang» maqomi ostida ohangdor, yengil odimlar bilan arqondan yura qolsa hozir. (Oybek)

59-mashq. Gaplarni ko'chiring, ajratib ko'rsatilgan so'zlarga izoh bering.

Bozorchilar qatorida xaltani ochib, mayizimni maqtab-maqtab o'tirdim. Bozor oralab bozorlik qildim. Ko'chaning narigi yuzidagi baliqxonaga o'tdik. Navbatga turib, bir kilo baliq olib keldim. Os- tonada choyxonachi bilan baliqpaz ko'rindi. Choyxonaga bordim. Choy, kulcha olib keldim. (Tog'ay Murod)

60-mashq. So'zlarni tub va yasama so'zlarga ajratib, jadvalga joylashti-

ring.

Ixtirochi, guidon, suhbatlashmoq, ixtiro, tinim, qisqich, to'g'ri, gul, ixtirochilik, tinmoq, qisilmoq, tindirmoq, noto'g'ri, to'g'rilanmoq, tinimsiz, guldor, gulchilik.

|  |  |
| --- | --- |
| Tub so'zlar | Yasama so'zlar |
|  |  |

61-mashq. Gaplarni o'qing. Tushirib qoldirilgan qo'shimchalarni o'rniga qo'yib, izohlang.

Tub so'zlar deb qanday so'zlarga aytiladi?

Yasama so'zlar qanday hosil qilinadi?

**V.MUSTAHKAMLASH**

1.-chilik, -lik qo'shimchalari yordamida yasama so'zk hosil qiling.

2.Asos so'zlar deb nimaga aytiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «0'qituvchilar va murabbiylar kuni» mavzusid matn tuzing. Unda tub va yasama so'zlardan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: SHAKL YASOVCHI QO'SHIMCHALABVA

ULARNING TASNIFI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.-chilik, -lik qo'shimchalari yordamida yasama so'zk hosil qiling.

2.Asos so'zlar deb nimaga aytiladi?

**III. YANGI MAVZU BAYONI.**

SHAKL YASOVCHI QO'SHIMCHALAB

VA ULARNING TASNIFI

62-mashq. Berilgan gaplarda lug'aviy shakl yasovchi qo'shimchalarni ajratib, ularning qanday ma'nodagi shakl yasayotganligini tushuntiring.

1. Mehnatdan kelsa boylik, turmush bo'lar chiroyli. (Maqol) 2. Jannat onalar oyog'i ostidadir. (Hadisdan) 3. Kunlar isib, daraxt- lar kurtak yozib, qushlar, qurt-qumursqalar harakatga kelib qoldi. (Abdulla Qodiriy) 4. Mashina yigitcha turgan yerga kelib to'xtadi. (Tohir Malik)

mashq. Berilgan gaplardagi ajratib ko'rsatilgan so'zlarni asos va qo'shimchalarga ajrating. Qo'shimchalarning turlarini tepasiga yozing.

1. Tepaliklarda qor ostidan zanglagan tunuka va temir, qora va sariq g'isht, beton parchalari chiqib turar edi. (Abdulla Qahhor) 2. Nuri giloslar ostiga qo'yilgan panjaralari ko'k bo'yoq bilan sir- langan katta yog'och karavotga qalin ko'rpacha yoyib, yostiqqa yonboshlab o'tirar edi. (Oybek) 3. Beshikdan qabrgacha ilm izla. (Hadisdan)

^ 66-mashq. Berilgan gaplardagi nuqtalar o'rniga qo'shimchalardan mosini qo'yib ko'chiring.

1. Yigitlar tinmay sayrayotgan bulbul... (-da, -ga, -dan, -ni, - ning) quloq solayotgandek, jim qolishdi. (P. Qodirov) 2. Mehnat, mehnat... (-ni, -da, -ning, -ga) tagi — rohat. (Maqol) 3. Dunyo... (-ni, -dan, -ga, -ning) ishlari... (-ni, -ga, -da) hayron qolmay ilojing yo'q. (Tohir Malik)

mashq. -choq, -log, -ingiz, -dan, -ning, -gani (-kani, qani) qo'shimchalarini lug'aviy hamda sintaktik shakl yasovchilaiga ajrating. Ular ishtirokida gaplar tuzing.

**V.MUSTAHKAMLASH**

1.Shakl yasovchi qo'shimchalar deb qanday qo'shimchalarga aytiladi?

2.Lug'aviy shakl yasovchi qo'shimchalarga misollar ayting.

3.Sintaktik shakl yasovchi qo'shimchalar qaysilar?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. -(i)mtir, -tadan, -guncha, -lar qo'shimchalari yordamida so'z shakllari yasang va ularni gap ichida keltiring. Shakl ya­sovchi qo'shimchalarga tavsif bering.

Namuna: Bolta tushguncha, kunda dam olar.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: SO'Z TARKIBIDA TARTIB

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Shakl yasovchi qo'shimchalar deb qanday qo'shimchalarga aytiladi?

2.Lug'aviy shakl yasovchi qo'shimchalarga misollar ayting.

3.Sintaktik shakl yasovchi qo'shimchalar qaysilar?

**III. YANGI MAVZU BAYONI.**

SO'Z TARKIBIDA TARTIB

Topshiriq. Berilgan so'zlarni ma'noli qismlarga ajrating. Ularni asos, so'z yasovchi, lug'aviy shakl yasovchi, sintaktik shakl yasovchi turlarga bo'ling.

Yigitcha, siyohdoni, qalamcha, mashinasozlik, ipakchilik- dan, bilimdonlar, zakovatli, kitobim.

BILIB OLING. So'zning ma'noli qismlari ma'lum tartib- ga ega. Ularning joylashuvi quyidagicha bo'ladi: asos + so'z yasovchi + lug'aviy shaki yasovchi + sintaktik shakl yasov­chi. Ularni shartli belgilar orqali shunday ko'rsatish mumkin:

asos + so'z yasovchi + lug'aviy shakl yasovchi + + sintaktil^^

mashq. Nuqtalar o'rniga berilgan qo'shimchalardan mosini tartib bilan joylashtiring.

paxta... (-chilik, -la, -lar, -ga, -ka), terim... (-chi, -lar, -ga, -don, -paz), do'st... (-lik, -lar, -larcha), bog'... (-don, -bon, - paz, -ga, -da)

mashq. Berilgan gaplardagi ajratib ko'rsatilgan so'zlarni asos va qo'shimchalarga ajrating.

1. Boyliging ko'p bo'lmasa ham, biliming ko'p bo'lsin. {Maqol) 2. Ko'p o'qigan ko'p biladi. (Maqol) 3. Yaxshilik insonning umrini

ziyoda qiladi. (Hadisdan) 4. Sizni eshitsak, aqlimizga aql qo'shiladi, otaxon, so'ylayvering. (Said Ahmad)

mashq. Berilgan so'zlarning tarkibini aniqlang.

N a m u n a: ish + chi + lar + imiz.

Oshpazlarga, o'quvchilarning, maktabning, SINFLAR UCHUNimizni, kitob- xonlardan, kutubxonaga.

**V.MUSTAHKAMLASH**

1.So'z yasovchi qo'shimchalar asos qismning qaysi tomoniga qo'shiladi?

2.Qo'shimchalarning qaysi turi asosga birinchi bo'lib qo'shiladi?

3.Sintaktik shakl yasovchi qo'shimcha lug'aviy shakl yasovchi qo'shimchadan oldin kelishi mumkinmi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Konstitutsiya — baxtimiz qomusi» mavzusida matn tuzing. Unda ishlatilgan so'zlarning tarkibidagi qo'shimchalar tartibiga e'tibor bering.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: MUSTAHKAMLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.So'z yasovchi qo'shimchalar asos qismning qaysi tomoniga qo'shiladi?

2.Qo'shimchalarning qaysi turi asosga birinchi bo'lib qo'shiladi?

3.Sintaktik shakl yasovchi qo'shimcha lug'aviy shakl yasovchi qo'shimchadan oldin kelishi mumkinmi?

**III. YANGI MAVZU BAYONI.**

MUSTAHKAMLASH

1-topshiriq. Savollarga javob bering.

1.Morfologiyada nimalar o'rganiladi?

2.So'z tarkibi haqida nimalarni bilasiz?

3.Qo'shimchalar deb nimaga aytiladi?

4.Asosga qansay ta'rif bera olasiz?

5.Lug'aviy shakl yasovchi qo'shimchalar qaysilar?

6.Sintaktik shakl yasovchi qo'shimchalar qaysilar?

2-to p s h i r i q. Quyidagi so'zlarni asos va qo'shimchalarga ajrating.

Tarbiyachi, ozchilik, ovoragarchilik, zargar, fidokorlik, to'kin-

sochinlik, quvonchlarimizni, bayramlarga.

topshiriq. -don, -chi, -iy, -aki, -ilia, -ona qo'shimchalari yordamida so'zlar hosil qiling va ular ishtirokida gaplar tuzing.

topshiriq. Matnni o'qing, undagi qo'shimchalarni so'z yas­ovchi, lug'aviy shakl yasovchi va sintaktik shakl yasovchi qo'shimchalarga ajrating.

Bir bog'bonning uch o'g'li bor edi. Uchalasi ham yalqov va dangasa edilar. Bog'bon bir kuni kasal bo'lib yotib qoldi. O'g'illarini chaqirib: «Tokzorning ichiga bir ko'za oltin ko'mib qo'yganman. Mendan keyin o'zingiz kovlab, topib, oo'lishib olarsizlar», dedi va bir necha kundan so'ng vafot etdi.

O'g'illari oltin izlab bog'ni ag'dar-to'ntar qilib chiqdilar. Lekin hech narsa topa olmadilar. Biroq shu yili mevalari shu darajada serhosil bo'ldiki, cho'ntaklari pulga to'ldi.

So'ngra o'g'lonlar angladilarki, oltin yerda emas, mehnatda ekan. (Rivoyat)

topshiriq. Quyidagi qo'shimchalarni jadvalga joylashtiring va ular ishtirokida gaplar tuzing.

-ni, -roq, -lab. -in, -(i)miz, -dan, -k, -lan, -dor, -i(ng), -gan, -r, -sira, -(a)y

|  |  |  |
| --- | --- | --- |
| So'z yasovchi | Lug'aviy shakl yasovchi | Sintaktikihakl yasovchi |
|  |  |  |

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

6-topshiriq. O'zingiz o'qiyotgan badiiy asardan parcha ko'chiring. Unda ishlatilgan so'zlarni asos va qo'shimchalarga ajrating.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: TO'PLAM VA TASNIF

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

TO'PLAM VA TASNIF

1-topshiriq. Rasmlardagi narsalarni guruhlarga ajrating. Guruhlarga ajratishda narsalarning qanday o'xshash tomonlariga asoslanganingizni ayting.

2-topshiriq. Rasmlardagi daraxtlarni guruhlarga ajrating. Guruhlarga ajratishga asos bo'lgan o'xshash va farqli tomonlarni ayting.

BILIB OLING. O'rganish uchun olingan turli narsa, voqea-hodisalar yig'indisi to'plam deyiladi. To'plamni o'xshash va farqli belgilar asosida ichki guruhlarga bo'lish tasnif hisoblanadi.

mashq. Matnni o'qing. Meva nomi ostida birlashadigan so'zlarni ko'chirib yozing. Ularning farqli belgilariga diqqat qiling.

Havo issiq va shabadasiz edi. O'riklar g'arq pishgan. Yo'llarga to'kilib, oftobda oltinlanib yotadi. Oldinpishar jonoqi olmalar olov- day yonadi. Hali ... shaftolilarning shoxlari yerda. Qizilsultonlar yoqutday chaqnaydi. O'ktam mevalarni saralaydi, hidlaydi, biroq yegisi kelmaydi, ko'zi to'q. (Oybek)

\*nashq. Matnni ko'chirib yozing. Yana qanday bolalarning o'yinlarini bilasiz? Ularning o'xshash va farqli tomonlari haqida bahs yuriting.

Mahallamizning bir tomoni Tikonlimozor, bir tomoni Qo'r- g'ontagi. Uzun ko'chaning o'ng, chap tomonidagi pastqam, tor ko'chalarda o'g'il va qiz bolalar to'planib, har xil o'yinlar o'ynaymiz. «Kurash», «Botmon-botmon», «Oq terakmi, ko'k terak?», «Qu- shim boshi», «Mindi-mindi», «Bekinmachoq» degan o'yinlarimiz bor. (G'afur G'ulom)

mashq. Matnni o'qing. Qovun nomi ostida birlashadigan so'zlarga diqqat qiling. Ularning o'xshash va farqli jihatlarini toping.

Qovun navlarining atalish usullari xilma-xil. Qovun navlariga nom berishda tashqi ko'rinishi, rangi, ta'mi, to'rlarining tuzilishi, pishish muddati kabi belgilarga alohida e'tibor beriladi. Gulobi, obinowot, shakarpalak, asadi, bo'rikalla, ko'kcha, qirqma, amiri, umrboqi kabi qovun nomlari til boyligimizning bir qismi sanaladi. Xullas, har bir qovun nomining o'z tarixi va ma'nosi bor. (M Safarov)

W 76-mashq. Quyidagi so'zlarni guruhlarga ajrating. Ularni guruhlash imkonini beradigan belgilarni aniqlang. Har bir guruhga umumiy nom bering.

Tepalik, chumchuq, bug'doy, arpa, tog', qir, musicha, qaldirg'och, jarlik, adir, olaqanot, cho'qqi, g'or, tosh, zag'izg'on, sholi, makkajo'xori.

**V.MUSTAHKAMLASH**

1.To'plam nima?

2.Tasnif nima?

3.Tasnifda qanday belgilarga tayaniladi?

4.O'quv qurollarini sanang. Ular o'rtasidagi o'xshash va farqli tomonlarni ayting.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

77-mashq. Uyga vazifa. «0'zbekistonning qazilma boyliklari» mavzusida matn tuzing. Unda ishlatilgan so'zlarning guruhlanishiga e'tibor qiling.**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: SO'Z TURKUMLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.To'plam nima?

2.Tasnif nima?

3.Tasnifda qanday belgilarga tayaniladi?

4.O'quv qurollarini sanang. Ular o'rtasidagi o'xshash va farqli tomonlarni ayting.

**III. YANGI MAVZU BAYONI.**

SO'Z TURKUMLARI

topshiriq. So'zlarga so'roq bering va ma'nosini aniqlang. Daftar, bola, Ahmad, o'qi, chiroyli, oq, o'nta, ikkinchi, men,

siz.

t o p s h i r i q. Berilgan so'zlarni qaysi so'roqqa javob bo'lishiga ko'ra jadvalga joylashtiring.

Oltin, gilos, moviy, yashil, ishlamoq, o'n, ming, o'sha, bu, Salim, tog'a, opa, bormoq.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Kim? | Nima? | Qanday? | Necha? Qancha? | Qaysi? | Nima qihnoq? |
|  |  |  |  |  |  |

BILIB OLING. So'zlarning so'rog'i va qanday umum- lashgan ma'no ifodalashiga ko'ra guruhlarga bo'Iinishi so'z turkumlari hisoblanadi.

So'z turkumlari ma'no va vazifasiga ko'ra quyidagi guruhlarga bo'linadi; 1. Mustaqil so'zlar. 2. Yordamchi so'zlar. 3. Undov so'zlar. 4. Taqlid so'zlar. 5. Modal so'zlar.

78-mashq. Matnni o'qing, undagi so'zlarga so'roq berib, ma'nosini aniqlang, mustaqil va yordamchi so'z turkumlariga ajrating.

U akalari bilan ariq qazib, suvsiz cho'lga suv chiqaribdi. Yer ochib urug' sepibdi. Ko'chat ekibdi. Hamma yoq ekinzor, bog'- rog'ga aylanibdi. Shunda qayoqdandir son-sanoqsiz yov bostirib kelibdi. Ekinzorlarni payhon qilishibdi, daraxtlarni qirqib yoqishib- di. Dehqonobodliklar yovga qarshi bosh ko'tarishibdi. Kenja botir jangda akalaridan ayrilibdi. Boshqa sheriklari ham jangda halok bo'lishibdi. Yov: «Bizga bo'yin eg!» debdi. Kenja botir: «Dushmanga tiz cho'kib yashagandan, tik turib o'lganim yaxshi!» debdi. (S. Anorboyev)

BILIB OLING. Ma'lum bir so'roqqa javob bo'lib, biror gap bo'lagi vazifasida keladigan so'zlar mustaqil so'zlar sanaladi: fe'l, ot, sifat, son, olmosh va ravishlar mustaqil so'zlardir.

mashq. So'zlarga so'roq berib, guruhlarga ajrating. Ular ishtirokida gaplar tuzing.

Maroqli, tabiat, iroda, shubhalanmoq, shu, minglarcha, hatto, harakatchan, ehtirom, ta'sir, ko'rsatmoq, bo'ysundirmoq, qo'llab- quvvatlamoq, va, haqiqat, unutmoq, biroq, agar, oliyjanob, million, ertalab, tez, ular, yaratmoq, yuzlab, keskin, oddiy, biz, har qaysi, albatta, voy, oh.

mashq. Hikmatli so'zlarni daftaringizga ko'chiring. So'zlarga so'roq berib, ularning qaysi so'z turkumiga kirishini aniqlang.

1. Olimlarning xizmati mangu qoladi. (Ulug'bek) 2. Haqiqatni ochinglar, to'g'ri yo'ldan yuringlar. Bir-biringizdan bilim o'rganinglar. (Abu Mi ibn Sino) 3. O'qib-o'rganmasdan ham foyda-zararning farqiga yeta olaman degan odamni tentak deb bilmoq kerak. (Suq- rot) 4. Ilm urug'lari sochilsa, elga baraka beradi, (D. Mendeleyev)

**V.MUSTAHKAMLASH**

1.So'z turkumlari deb nimaga aytiladi?

2.Mustaqil so'z turkumlari qaysilar?

3.Yordamchi so'z turkumlari haqida gapiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

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**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA 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***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.So'z turkumlari deb nimaga aytiladi?

2.Mustaqil so'z turkumlari qaysilar?

3.Yordamchi so'z turkumlari haqida gapiring.

**III. YANGI MAVZU BAYONI.**

FE'L

mashq. Uyga vazifa. «Ilm — tuganmas xa-\*ina» mavzusida matn tuzing. Undagi so'zlarning so'rog'ini va qaysi so'z turkumiga kirishini aniqlang.

25-dars

topshiriq. Berilgan so'zlarga -ma qo'shimchasini qoshing. So'zlarning qanday so'roqqa javob bo'lishi va -ma qo ^himchasuiing ma'nosini aniqlang.

O'qi, keldi, qiziqadi.

topshiriq. Nima qildP. so'rog'iga javob bo'Iuvchi to'rtta so'z toping. Ularni tarkibiy qismlarga ajrating.

m

BILIB OLING. Nima qilmoq?, nima bo'lmoq? so'- roqlariga javob bo'lib, shaxs yoki narsalarning harakat, holatini ifodalagan so'z turkumi fe'l deyiladi.

ESDA SAQLANG. Fe'llardan anglashilgan harakat va holat ma'lum shaxs yoki narsa tomonidan bajariladi. Ana shu shaxs yoki narsa harakatning bajaruvchisi sanaladi.

mashq. Berilgan fe'llarni harakatni yoki holatni bildirishiga ko'ra ikki guruhga: harakat fe'llariga va holat fe'llariga ajrating.

Qizardi, yashardi, chopdi, sug'ordi, gapirdi, qichqirdi, to'xtadi, tashladi, yugurdi, qimirladi, topdi.

mashq. Nuqtalar o'rniga tushirib qoldirilgan qo'shimchalarni qo'ying, fe'llarning ma'nosiga va grammatik shakliga e'tibor bering.

Yigitcha, familiyangiz nima?

«Iskandarov» deb yoz..., aka.

Javlonbek uni yoz... qo'yish uchun so'ramagandi, faqat fa- miliyasini atab gaplashish uchun so'ragan... U bo'lsa «Iskandarov deb yozing, aka» deydi-ya.

Iskandarov, siz, axir, traktorning tilini bilmay...-ku? Hatto uning qanday mashina ekanini ham ko'rmagan bo'lsangiz!..

Bugun bilma..., ko'rmagan bo'lsam, endi bila..., ko'ra..., o'rgana:.., — dedi yigit qat'iy. — Hali o'zingiz aytdingiz-ku, awa- lo, shogird tusha..., keyin o'rgana..., deb. (N. Fozilov)

mashq. She'rni o'qing. Gul bilan bog'liq harakatlarga diqqat qiling. O'zingiz ham shunga o'xshash misollar toping.

Gul bag'rini nasim tildi — to'kildi, Saboga hikoyat qildi — to'kildi. Falak ishiga boq: bir haftada gul Chiqdi, g'unchaladi, kuldi — to'kildi...

**V.MUSTAHKAMLASH**

1.Fe'l deb nimaga aytiladi?

2.Fe'llar qanday so'roqlarga javob bo'ladi?

3.Harakat va holatni bildiruvchi fe'llarga misollar keltiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

85-mashq. Uyga vazifa. Uy hayvonlarining harakatlarini ifodalovchi fe'llarga misollar toping va ular ishtirokida gaplar tuzing.**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: HARAKATVA HOLAT FE'LIARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Fe'l deb nimaga aytiladi?

2.Fe'llar qanday so'roqlarga javob bo'ladi?

3.Harakat va holatni bildiruvchi fe'llarga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

HARAKATVA HOLAT FE'LIARI

topshiriq. Daraxtlaming yaproqlari ohinday sarg'aydi gapidagi fe'lning harakat yoki holatga oid ekanligini aniqlang. Uni bo 'yamoq fe'liga solishtinng.

topshiriq. Silkinmoq, qimirlamoq, to'planmoq fe'llarining ha­rakat yoki holatni ifodalashini ayting.

BILIB OLING. Fe'llar nimani atab kelishiga ko'ra harakat fe'Ilari va holat fe'llariga bo'linadi.

Shaxs va narsalarning jismoniy faoliyati natijasida ro'y bergan harakatni bildiruvchi fe'llar harakat fe'Ilari hisobla- nadi. Shaxslarning ichki kechinmalari va narsalarning bir holatdan ikkinchi holatga o'tish jarayonini ifodalovchi fe'llar esa holat fe'Ilari sanaladi.

mashq. Matnni o'qing, fe'llarni harakat va holat fe'llariga ajratib ko'chiring.

U choyxona yonidan o'tib borarkan, ichkaridan taralayotgan kuy tovushlarini eshitib, to'xtab qoldi.

Bolaning yuragi hapriqib ketdi. Uyi tarafga yugurdi. Bir bo'lak yog'och parchasini topib, uni pichoq bilan yo'ndi, tekisladi... Nihoyat, shakli dutorga o'xshagan bir nima yasadi. Keyin unga ot qilidan tor tortdi va tirnoq barmoqlari bilan asta chertib ko'rdi. Ojizgina vizillagan tovush eshitildi. Yana chertdi... Yana... Shu kuni ohang tug'ildi. Bola uchun yangi, ohangli bir olam paydo bo'ldi. (E. Usmonov)

mashq. Ikki guruhga bo'lining. Birinchi guruhdagilar harakat, ik­kinchi guruhdagilar holat fe'llarini yozsin.

Tasvirlamoq, kuylamoq, taralmoq, qotmoq, o'ylamoq, eshi- tilmoq, porlamoq, yiqilmoq, jimirlamoq, unmoq, o'smoq, fikrla- moq, ikkilanmoq, qaytarmoq.

mashq. Matnni o'qing, ajratib ko'rsatilgan fe'llarning ma'nosiga diqqat qiling, ularning ma'nodoshlarini topib, gaplar tuzing.

Hosildan bo'shab, ko'kragiga shamol tekkan kuzgi dalalarda ajoyib fayz bor. Dov-daraxt, o't-o'lan xuddi yer kabi oltin tusoladi. Kanallar, ariqlarda hayqirib oqayotgan suvlar kumushdek toza, tiniq. Yoz kirguncha endi ularga hech kim tegmaydi, yo'lini to'smaydi. (O'. Hoshimov)

89-mashq. Yusuf Xos Hojibning quyidagi baytiga diqqat qiling. Unda ilgari surilgan g'oya bo'yicha bahs uyushtiring. Bahs davomida ishlatilgan fe'llarning ma'nosiga diqqat qiling.

Omonlik tilasang, agar sen o'zing,

Tilingdan chiqarma yaroqsiz so'zing.

**V.MUSTAHKAMLASH**

1.Harakat fe'Ilari deb qanday fe'llarga aytiladi?

2.Holat fe'llariga misollar keltiring.

3.Qoraymoq, ko'karmoq, qizarmoq fe'llarining nima sababdanholat fe'Ilari sanalishini ayting.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

90-mashq. Uyga vazifa. «Mehnat baxt keltiradi» mavzusida matn tuzing va unda ishlatilgan fe'llarni izohlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: O'TIMLI VA O'TIMSIZ FE'LLAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Harakat fe'Ilari deb qanday fe'llarga aytiladi?

2.Holat fe'llariga misollar keltiring.

3.Qoraymoq, ko'karmoq, qizarmoq fe'llarining nima sababdan holat fe'Ilari sanalishini ayting.

**III. YANGI MAVZU BAYONI.**

O'TIMLI VA O'TIMSIZ FE'LLAR

topshiriq. Berilgan so'zlarni tushum kelishigidagi so'zlar bilan bog'lab ko'ring. Ulardan qay biri bunday so'zlar bilan bog'lana olmasligini aniqlang.

O'qidi, yozdi, ishladi, ko'rdi, qaradi, uxladi.

topshiriq. Tushum kelishigidagi so'zlar bilan bog'lana oladigan fe'llarni shu kelishikdagi so'z bilan birgalikda ko'chiring.

BILIB OLING. Tushum kelishigidagi so'zlar bilan bog'lanadigan fe'llar o'timli fe'llar, bunday xususiyatga ega bo'lmagan fe'llar o'timsiz fe'llar sanaladi.

91-mashq. Matnni o'qing, o'timli va o'timsiz fe'llarni aniqlang va ajrating.

SINFLAR UCHUNdoshlarim biram yaxshi, biram sodda, biram dilkash. Qiz- lar ham, bolalar ham — hammasi meni yaxshi ko'rishadi. Faqat bitta bola bor. Suyun. Laqabi «Burgut». Hamma uni «Suyun burgut» deydi. O'ziyam juda g'alati. Bitta ko'k qashqa oti bor... Maktabgayam o'sha duldulini o'ynatib, xuijuniga do'mbirasini solib keladi. Ta- naffus bo'ldi deguncha do'mbirasini chalib, hammani og'ziga qa- ratadi, goh kuldiradi, goh (lof emas, momojon) yig'latadi. (O. Yoqubov)^ 92-mashq. Quyidagi fe'llarni o'timli va o'timsizga ajratib, jadvalga joylashtiring, ular ishtirokida gaplar tuzing.

k U

Almashmoq, jiringlamoq, o'xshamoq, jilmaymoq, yuzlan- moq, kiyinmoq, kiymoq, so'roqlamoq, so'ramoq, so'rattirmoq, quvonmoq, quvontirmoq, joylashmoq, joylashtirmoq.

|  |  |
| --- | --- |
| O'timli fe'llar | O'timsiz fe'llar |
|  |  |

mashq. Topishmoqning javobini toping. Shu so'z ishtirokida kichik matn tuzing. Undagi fe'llarni izohlang.

Qo'l bilan ekiladi, ko'z bilan teriladi, og'iz bilan o'qiladi.

**V.MUSTAHKAMLASH**

1.O'timli fe'llar deb nimaga aytiladi?

2.O'timsiz fe'llar qanday so'zlarga bog'lanib keladi?

3.O'timli fe'llarni o'timsiz fe'llarga aylantiruvchi vositalar qay­silar?

4.O'timsiz fe'llar qanday qo'shimchalar orqali o'timliga aylantiriladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Vatanni mardlar qo'riqlaydi» mavzusida matn tuzing. Matnda ishlatilgan o'timli va o'timsiz fe'llarni izohlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: FE'L NISBATLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.O'timli fe'llar deb nimaga aytiladi?

2.O'timsiz fe'llar qanday so'zlarga bog'lanib keladi?

3.O'timli fe'llarni o'timsiz fe'llarga aylantiruvchi vositalar qay­silar?

4.O'timsiz fe'llar qanday qo'shimchalar orqali o'timliga aylantiriladi?

**III. YANGI MAVZU BAYONI.**

**FE'L NISBATLARI**

topshiriq. O'qidi —o'qitdi, keldi — keltirdi fe'Ilari o'rtasidagi ma'no farqlarini aniqlang.

topshiriq. Bajardi —bajarildi, bajarishadi —bajartirdi fe'Ilari o'rtasidagi ma'no farqlarini izohlang.

BILIB OLING. Bajaruvchining harakat va holat jara- yoniga qay darajada ishtirok etishini bildiruvchi fe'l shakllari nisbat shakllari sanaladi. Masalan, supurdi fe'lida supurish harakatini bajaruvchi shaxs aniq, supurildi fe'lida noaniq, supurishdi fe'lida birdan ortiq, supurtirdi fe'lida esa harakat boshqa shaxs vositasida bajarilgani ifodalangan.

ESDA SAQLANG. Nisbat shakllari fe'lning asos qismi- dan keyin qo'shiladi. Fe'l 5 ta nisbat shakliga ega:

1) aniq nisbat; 2) o'zlik nisbati; 3)orttirma nisbat; 4)majhul nisbat; 5)birgalik nisbati.

95-mashq. Matnni o'qing. Ajratilgan fe'llarni yozing. Harakat va ba­jaruvchi o'rtasidagi munosabatlarni tushuntiring.

Bir yigit ko'zlari xiralashgan, ovqat yeganda qaltiraydigan qari otasining izzat-hurmatini bajo keltirmasdi.

Bir kuni chol bechora qo'li titrab, osh suzib berilgan kosasini tushirib sindirdi, buni ko'rgan kelini nordon so'zlar aytib, uning ko'nglini vayron qildi. Shundan keyin yigit otasini hovlining bir chekkasidagi zax uyga ko'chirdi. Kelin esa eri keltirib bergan yog'och kosada qaynotasiga ovqat bera boshladi. O'g'li va kelinining bu kabi yaramas muomalalaridan ko'ngli ozor topgan ota vafot etgan kam- pirini eslab, ba'zan o'ksib yigiardi. Besh-olti yoshli nevarasi bi- langina tasalli topar edi. Bola bobosining yoniga kelib o'tirardi, ma'sum so'zlari, yoqimli qiliqlari bilan bobosini kuldirib, uning qayg'u-alamlarini yengiliashtirardi. (Ertakdan)

4 96-mashq. Matnni yozing. Fe'llarni aniqlab, ularning nisbat shakl- larini ayting.

Yer yuzida qancha millat, xalq, elat bo'lsa, shuncha til bor. Tilsiz xalq yo'q. Xalqsiz til ham bo'lmaydi. Bular egizak tu- shunchalardir. Birini biridan ayirib bo'lmas. Ular ayirib qo'yilsa, ikkisi ham o'zligini yo'qotadi. Xalq boshqa bir xalqqa qo'shilib ketadi. (« Vatan tuyg'usi»)

97-mashq. Yurmoq, o'qimoq, o'ynamoq, quvonmoq, rivojlanmoq, gapirmoq fe'llariga nisbat shakllarini qo'shib o'zgartiring va ular ishtirokida gaplar tuzing.

**V.MUSTAHKAMLASH**

1.Fe'lning qanday shakllari nisbat shakllari deyiladi?

2.Fe'l necha nisbat shakliga ega?

3.Xohlagan ikkita fe'lni nisbat shakllari bilan o'zgartiring vama'nosini tushuntiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

98-mashq. Uyga vazifa. Matnni yozing. Fe'llarni ajrating. Ularning nisbatini aniqlab, ma'nosini tushuntiring.

Nonning nomi ulug', nomidan ham o'zi ulug'. Bolaga ins-jins ziyon yetkazmasin deb, ona o'z go'dagi yostig'i ostiga non qo'ygan. Ota o'g'lini o'zga yurtga safarga otlantirib, oq fotiha berarkan, «balo- qazolardan saqlaydi» degan ma'noda farzandining qo'liga non tut- qazgan.

Yo'lga chiqqan bahodirga ota-onasi yoki suyuklisi non tishlat- gan. Toki non nasiba tortib, u uyga sog'-salomat, beshikast qaytsin.

Xastani, keksalarni ko'rish, ustozni ziyorat qilish, hol-ahvol so'rash uyiga non tugib borishdan boshlangan. («Oltin sandiq ochil- di» kitobidan)

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: ANIQ NISBAT

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Fe'lning qanday shakllari nisbat shakllari deyiladi?

2.Fe'l necha nisbat shakliga ega?

3.Xohlagan ikkita fe'lni nisbat shakllari bilan o'zgartiring va ma'nosini tushuntiring.

**III. YANGI MAVZU BAYONI.**

**ANIQ NISBAT**

1-topshiriq. O'qidi, o'qitdi. o'qishdi, o'qildi fe'llarini bir-biriga qiyoslang. Ulardagi bir xil va farqli qismlarni toping.

topshiriq. Ishla fe'liga -t, -sh qo'shimchalarini qo'shing. Ma'noda qanday o'zgarish bo'lganini ayting.

BILIB OLING. Bajaruvchisi aniq bo'lgan harakat yoki holatni bildirgan fe'l shakli aniq nisbat deyiladi.

mashq. Matnni o'qing. Aniq nisbatdagi fe'l ishtirok etgan gaplarni ko'chiring.

Rahimberdi va Qudratilla amakilarim yashaydigan hovlining ko'chadan kiraverishida, ariq bo'yida kattagina bo'sh bir o'tinxona bo'lar edi. Shu xonani dadam ko'chamiz bolalari ixtiyoriga berdilar. Bolalar ishga kirishib ketdilar. Dadam bosmaxonadanmi, maga- zindanmi, juda ko'p har xil afishalar, «Mushtum» keltirib ber­dilar... So'ng dadam o'z kutubxonalaridan va yana allaqayerlardan ancha kitob keltirib berdilar. Shu bilan, qarabsizki, shinamgina kutubxona paydo bo'ldi. Bolalar kitob, jurnal, gazetalar o'qigani tez-tez keladigan bo'ldilar. (H. Qodiriy)

mashq. Berilgan fe'llarni aniq nisbatga qo'yib, ular ishtirokida gaplar tuzing.

O'ylamoq, pishmoq, gullamoq, kulmoq, chanqamoq, o'qimoq, otmoq, turmoq, varaqlamoq, uzmoq.

inashq. Gaplarni yozing. Fe'llarni topib, nisbatini aniqlang.

1. Shamol toy ekan, Kuchga boy ekan, Yengil ko'charkan, Ko'kka ucharkan. (Po'lat Mo'min) 2. Ko'zim tikdim parqu bulut- lar, Ko'char edi zilol va toza. Lochin kabi samolyot uchar, Ucharedi solib ovoza. (Hamid Olimjon) 3. Kampir tong qorong'usida xamir qilgani turib ho'kizidan xabar oldi. (Abdulla Qahhor) 4. Ra'no javob berish o'rniga birdan yig'ladi, ancha vaqt ko'z yosh to'kib turdi. (.Abdulla Qodiriy) 5. Qobil yugurib borib do'konxona eshigidan ko'chaga qaradi. (Abdulla Qodiriy)

**V.MUSTAHKAMLASH**

1.Fe'lning qanday shakllari nisbat shakllari deyiladi?

2.Fe'l necha nisbat shakliga ega?

3.Xohlagan ikkita fe'lni nisbat shakllari bilan o'zgartiring va ma'nosini tushuntiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

98-mashq. Uyga vazifa. Matnni yozing. Fe'llarni ajrating. Ularning nisbatini aniqlab, ma'nosini tushuntiring.

Nonning nomi ulug', nomidan ham o'zi ulug'. Bolaga ins-jins ziyon yetkazmasin deb, ona o'z go'dagi yostig'i ostiga non qo'ygan. Ota o'g'lini o'zga yurtga safarga otlantirib, oq fotiha berarkan, «balo- qazolardan saqlaydi» degan ma'noda farzandining qo'liga non tut- qazgan.

Yo'lga chiqqan bahodirga ota-onasi yoki suyuklisi non tishlat- gan. Toki non nasiba tortib, u uyga sog'-salomat, beshikast qaytsin.

Xastani, keksalarni ko'rish, ustozni ziyorat qilish, hol-ahvol so'rash uyiga non tugib borishdan boshlangan. («Oltin sandiq ochil- di» kitobidan)

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: O'ZLIK NISBATI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Fe'lning qanday shakllari nisbat shakllari deyiladi?

2.Fe'l necha nisbat shakliga ega?

3.Xohlagan ikkita fe'lni nisbat shakllari bilan o'zgartiring va ma'nosini tushuntiring.

**III. YANGI MAVZU BAYONI.**

O'ZLIK NISBATI

Xohlagan to'rtta fe'lni aniq nisbat shakliga keltirib, ular ishtirokida gaplar tuzing.

102-mashq. Uyga vazifa. «Mening kutubxonam» mavzusida matn tuzing. Aniq nisbatdagi fe'llarning tagiga chizing.

105-mashq. Berilgan qo'shimchalardan nisbat qo'shimchalarini ajra­ting. Ularni fe'l asoslariga qo'shib, gaplar tuzing.

-gach, -t, -uv, -ir, -n, -guncha, -la, -in, -il, -tir, -giz, -1, -gan, -chi, -li, -iz.

106-mashq. Nuqtalar o'rniga qavs ichidagi qo'shimchalardan mosini qo'yib, gaplarni ko'chiring.

1. Ilm zehnimizni, fikrimizni qilich kabi o'tkir qiladi, savobni gunohdan, halolni haromdan, pokni nopokdan ajra... (-t, -1, -sh)ib beradi. (A. Avloniy) 2. Ammo kampirning dodiga odam tez to'pla... (-1, -n, -t )di. {Abdulla Qahhor) 3. Uning og'ilga kirib qilgan taftishi Qobil boboga bir umid bag'ishlagan edi, bu so'zdan haddan ziyoda sev... (-il, -in, -dir)di. {Abdulla Qahhor) 4. Nurga to'ldi dara, to'ldi soy, Nur yog'... (-in, -1, -il)di qorong'i jarga. {Hamid Olimjon) 6. Yaltiraydi, doim tovla... (-t, -n, -l)ar, Oy nuriga cho'miluvchi tosh. {Hamid Olimjon)

**V.MUSTAHKAMLASH**

1.O'zlik nisbati shakli qanday ma'noni bildiradi?

2.O'zlik nisbati qo'shimchalarini ayting va ularni fe'l asosiga qo'shing.

3.Hosil bo'lgan fe'llar ishtirokida gaplar tuzing.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

107-mashq. Uyga vadfa. «Ozodalik — salomatlik garovi» mavzusida matn tuzing. Unda qo'llangan fe'llarni topib, tahlil qiling.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: MAJHUL NISBAT

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.O'zlik nisbati shakli qanday ma'noni bildiradi?

2.O'zlik nisbati qo'shimchalarini ayting va ularni fe'l asosiga qo'shing.

3.Hosil bo'lgan fe'llar ishtirokida gaplar tuzing.

**III. YANGI MAVZU BAYONI.**

**MAJHUL NISBAT**

topshiriq. Quyidagi gaplarni solishtirib, nimasi bilan farqla- nayotganini ayting.

Sharifa xat yozdi. Xat Sharifa tomonidan yozildi.

topshiriq. Yuqoridagi gaplarning egalarini aniqlang.

BILIB OLING. Bajaruvchisi noma'lum bo'lgan ha­rakat yoki holatni ifodalovchi fe'l shakli majhul nisbat deyiladi. Majhul nisbat shakli unli bilan tugagan fe'l asosiga -n, -I; undosh bilan tugagan fe'l asosiga esa -in, -il qo'shimchalarini qo'shish bilan hosil bo'ladi.

O'zlik va majhul nisbat shakllari aynan bir xil, lekin ular harakat yoki holatning bajaruvchisi nuqtayi nazaridan farq qiladi. O'zlik nisbatida harakat-holat bajaruvchining o'zi ustida amalga oshadi, majhul nisbatda esa bajaruvchi noma'lum bo'ladi. Solishtiring: tarandi— taraldi, kiyin- di —kiyildi.

mashq. Fe'llarni toping, nisbatini aniqlang.

Qor yog'ib turibdi. Yo'lning o'n besh chaqirimchasi huvilla- gan dalalardan o'tadi. Qor siyrak yog'ayotgani uchun uzoq-uzoq- lar ko'rinadi, lekin bora-borguncha bironta tirik jon ko'zga tash- lanmaydi. Shamol yo'q, jimlik, «tiq» etgan tovush eshitilmaydi. Qo'limda bir metr keladigan irg'ay tayoq. Belbog'imga bitta kulcha tugilgan. Egnimda otamning uzun chakmoni. Zerikkanimda qorga tayoq bilan chiziq chizib o'taman. {P. Qodirov)

mashq. Awal o'zlik nisbatidagi fe'lli gaplarni, keyin majhul nisbatdagi fe'lli gaplarni yozing.

1. Buyuk bobokalonimiz Alisher Navoiy 1441-yilda tug'ilgan.

U yuziga belbog'ini tashlab, ko'rpachaga cho'zildi. (H. Badalov)

Hozirgi kunda milliy xalq hunarmandchiligiga katta e'tibor be- rilmoqda. («Odobnoma»dan) 4. Bir bor ekan, bir yo'q ekan, dunyoda hamma narsa yaratilgan ekan-u, ammo xushnavo bulbul yaratilmagan ekan. (Z. Jbrohimova) 5. Ho'kizing hech qayoqqa ketmaydi, topiladi. (Abdulla Qahhor)

**V.MUSTAHKAMLASH**

1.Majhul nisbat shakli qanday hosil qilinadi?

2.O'zlik va majhul nisbat shakllari qanday farqlanadi?

3.Bir fe'l asosiga ham o'zlik, ham majhul nisbat qo'shimchasini qo'shish mumkin bo'lganda, qaysi qo'shimcha majhul nisbat shaklini hosil qiladi? Misollar bilan tushuntiring.

mashq. Ko'rmoq, taramoq, yuvmoq, kiymoq fe'llaridan o'zlik va majhul nisbatlarini yasang va ular ishtirokida gaplar tuzing.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Mehnatdan kelsa boylik, turmush bo'lar chiroyli» mavzusida matn yozing. Fe'llarni ajratib, nisbatini aniqlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: ORTTIRMA NISBAT

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Majhul nisbat shakli qanday hosil qilinadi?

2.O'zlik va majhul nisbat shakllari qanday farqlanadi?

3.Bir fe'l asosiga ham o'zlik, ham majhul nisbat qo'shimchasini qo'shish mumkin bo'lganda, qaysi qo'shimcha majhul nisbat shaklini hosil qiladi? Misollar bilan tushuntiring.

**III. YANGI MAVZU BAYONI.**

**ORTTIRMA NISBAT**

1-topshiriq. Quyidagi fe'l asoslariga -t, -dir(-tir), -giz(-kiz) qo'shimchalaridan mosini qo'ying.O's, yoz, ket, qol.

2-topshiriq. Bu qo'shimchalarning talaffuzi va imlosiga e'tibor bering.

BILIB OLING. Bajaruvchining ta'siri bilan boshqa shaxs yoki narsa tomonidan bajarilgan harakat yoki holatni bildiruv- chi fe'l shakllari orttirma nisbat shakli deyiladi. Orttirma nisbat shakllari: -t, -dir (-tir), -giz(-kiz), -qiz, (-g'iz), -gaz (-kaz, -qaz), -ir, -ar, -iz kabi qo'shimchalar yordamida yasaladi.

mashq. Berilgan fe'llardan -tir qo'shimchasi yordamida orttirma nisbat shaklini hosil qiling.

Yarash, kelish, o'ylan, quvon, suyun.

mashq. Berilgan fe'llarni jadvalga joylashtiring.

Bitirmoq, aytmoq, tomchilamoq, to'ydirmoq, chaqirmoq, tushuntirmoq, anglamoq, yotqizmoq, asramoq o'tkazmoq, top- moq, keltirmoq, qaramoq, tasvirlamoq, tushirmoq, ko'rmoq, ko'rsatmoq, ishlatmoq.

|  |  |
| --- | --- |
| Aniq nisbat | Orttnma nisbat |
|  |  |

114-mashq. Qavs ichidagi fe'llarga tegishli nisbat qo'shimchalarini qo'shing. Avval orttirma nisbatdagi fe'lli, keyin aniq nisbatdagi fe'lli gaplarni yozing.

Suv qahr bilan uning biqiniga urilib shovullar, boshidan oshib o'tguday bo'lar, lekin tog'day gavdasini (qimirlamoq) olmas edi. U soydan o'ta olmay qaytganlarning hammasini birma-bir qo'lidan ushlab (o'tmoq) qo'ydi.

Rota yana bir qator bo'lib yo'lida (davom etmoq). Bular shag'al to'kilgan katta yo'lni kesib o'tib, adirga tomon chiqib ketayotganda botayotgan quyoshning horg'in nuri ro'paradagi qorli tog' cho'qqisini, uning tepasida uvadaday osilib turgan qora bu- lutni bir Iahza (qizarmoq)-da, so'ndi. Shu bilan uzoqdagi tog' oraliqlaridan boshlangan qorong'ilik asta-sekin hamma yoqqa (tarala boshlamoq). (Abdulla Qahhor)

**V.MUSTAHKAMLASH**

1.Fe'llarning orttirma nisbat shakli qanday hosil qilinadi?

2.Aniq va orttirma nisbat shakllarining farqini ayting.

3.Aniq va orttirma nisbatdagi fe'llar ishtirokida gaplar tuzing.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

115-mashq. Uyga vazifa. O'zingiz yashayotgan joyning tabiati haqida matn tuzing. Unda qo'llangan fe'llarning qaysi nisbatda ekanligini aniqlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: ORTTIRMA NISBAT QO'SHIMCHA-

LARINING ISHLATILISHI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Fe'llarning orttirma nisbat shakli qanday hosil qilinadi?

2.Aniq va orttirma nisbat shakllarining farqini ayting.

3.Aniq va orttirma nisbatdagi fe'llar ishtirokida gaplar tuzing.

**III. YANGI MAVZU BAYONI.**

**ORTTIRMA NISBATQO'SHIMCHALARINING**

**ISHLATILISHI**

topshiriq. Berilgan fe'llarga qavs ichidagi orttirma nisbat shakl- laridan mosini qo'yib ko'chiring.

O'qi (-t, -tir), o't (-dir, -kiz), ich (-ir, -kiz, -tir, -iz), yoz (-t, -tir, -dir, -g'iz, -qiz)

topshiriq. Orttirma nisbat qo'shimchalarining qanday tovush bilan tugagan fe'l asoslariga qo'shilayotganini ayting.

BILIB OLING. Orttirma nisbatning -t qo'shimchasi unli tovush bilan tugagan fe'l asoslariga qo'shiladi. Masalan, to'git, ishlat.

Jarangli undosh bilan tugagan fe'l asoslariga -dir, jarang­siz undosh bilan tugagan fe'l asoslariga esa -tir qo'shimchasi qo'shiladi.

-ir, -ar, -iz qo'shimchalari undosh bilan tugagan bir bo'g'inli fe'llarga qo'shiladi. Masalan: shoshir, chiqar, oqiz.

-giz, -g'iz qo'shimchalari jarangli undosh bilan tugagan fe'l asoslariga, -kiz, -qiz qo'shimchalari esa jarangsiz un­dosh bilan tugagan fe'l asoslariga qo'shiladi. Masalan: yut- qiz, ketkiz, yurgiz, turg'iz.

ESDA SAQLANG. Ba'zan fe'l asosiga orttirma nisbat hosil qiluvchi birdan ortiq qo'shimchalar qo'shilishi mumkin. Masalan, o 'qit — o 'qittir, to 'Idir — to Idirg'iz, yozdir — yozdirtir. Bunday holatda orttirma nisbat ma'nosi kucha- yadi.

mashq. Nuqtalar o'rniga zarur nisbat qo'shimchalarini qo'yib, gaplarni ko'chiring. Nima uchun ushbu qo'shimchalarni qo'yganingizni tushuntiring.

1. Tushga yaqin dadam bizga ovqat kel...ib berdi. {Abdulla Qahhor) 2. U eng awal malikalar-u nabiralarini Samarqandga jo'na...di. {Xurshid Davrori) 3. Ko'z ochgani qo'ymaydi alam, Boshim qo'ysam kuy...ar bolish. Yupatolmas kitob va qalam, Misralarim ko'tarar nolish. {Zulflya) 4. Xos chodir eshigiga osilgan kimxob parda Humoyunning qo'hga mayin va salqin tegdi. Uni bir tomonga surib, tashqariga ko'z yugur...di. {P. Qodirov) 5. Shayx- zoda jurnalistika sohasida ham qalam tebra...ardi. (M. Zokirov)

mashq. Matnni o'qing. Fe'llarni toping va nisbatni aniqlang.

Abdulla Avloniy o'z ishini maktab ochishdan boshladi. Gazeta chiqardi, darsliklar yozdi. Kitoblar bostirdi. Teatr ishlarini yo'lga qo'ydi. O'zi pyesalar yozdi. Havaskorlarni yig'ib, tomoshalar ko'rsatdi.

Abdulla Avloniy o'z xizmatlari bilan o'zbek ma'rifatchiligiga juda katta hissa qo'shdi. Yangi zamonaviy o'qitishni ilmiy-amaliy asoslab berdi. {«Gubcan»dari)

118- mashq. Berilgan fe'llarga orttirma nisbat qo'shimchalarini qo'shing va ular ishtirokida gaplar tuzing.

Aytmoq, davom etmoq, tirishmoq, intilmoq, tayyorlamoq, yuvmoq, quvonmoq, bilmoq, o'ylamoq.

**V.MUSTAHKAMLASH**

1.Orttirma nisbat shakllarini ayting.

2.Orttirma nisbat shakllarining fe'l asoslariga qo'shilishini tu­shuntiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

119-mashq. Uyga vatifa. Solmoq, bo'zlamoq, qaytmoq, o'smoq fe'llarini orttirma nisbat shaklida qo'llab, «Qo'shiq sehri» mavzusida bog'lanishli matn tuzing.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: BIRGALIK NISBATI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Orttirma nisbat shakllarini ayting.

2.Orttirma nisbat shakllarining fe'l asoslariga qo'shilishini tu­shuntiring.

**III. YANGI MAVZU BAYONI.**

**BIRGALIK NISBATI**

BILIB OLING. Birdan ortiq bajaruvchi tomonidan birgalikda bajarilgan harakat yoki holatni ifodalaydigan fe'l shakli birgalik nisbati deyiladi.

Birgalik nisbat shakii unli bilan tugagan fe'l asosiga -sh, undosh bilan tugagan fe'l asosiga esa -ish qo'shimchasini qo'shish orqali hosil bo'ladi. Masalan: ishlashdi, kelishdi.

mashq. Berilgan fe'llarga birgalik nisbati qo'shimchalarini qo'shib, ular ishtirokida gaplar tuzing.

Bahslashmoq. ulamoq, yuvmoq, qurmoq, ishlatmoq, o'rgan- moq, chiqarmoq, sanamoq, saylamoq, kuylamoq.

mashq. Gaplarni o'qing. Birgalik nisbatidagi fe'llar qatnashgan gaplarni ko'chirib yozing.

1. Yaxshini badnom qilib bolmaydi. (F. Volter) 2. Odamlar bilan ularning aqliga monand gaplash. (Sa,diy) 3. Allaqayda bulbul to'lib-toshib kuylaydi. (Said Ahmad) 4. Mehmonlar qorovulning qistashiga qaramasdan ichkariga kirishmadi. (Abdulla Qahhor) 5. Qushlar uni yaxshi ko'rishib, Mayna deb ism qo'yishibdi. (Er- takdan)

mashq. Gaplarni o'qing. Birgalik nisbati shaklidagi fe'llarni toping. Ularning yasalishini, fe'lning boshqa nisbatlaridan farqini tushuntiring.

Vodil qishlog'ining choyxonasi yo'l boshidagi ikkita katta keksa chinorning soyasiga joylashgan. O'tgan yili qishloq jamoasi choy- xonani ta'mirlashdi, obod qilishdi. Bir burchakda katta stol atrofida yoshlar o'tirib gazeta, jurnal va kitob o'qishadi, bir burchakda radiodan so'nggi xabar eshitishadi. Past-baland chorpoyalarda qip- qizil, ozoda gilamlar ustida odamlar guruh-guruh bo'lib choy ichishadi, chaqchaqlashadi, ish yuzasidan maslahat qilishadi. O'ng tomondagi chorpoyada to'rt-besh kishi o'tirib, qah-qah urib kulishadi. (Gazetadan)

mashq. Berilgan aniq nisbatdagi fe'llardan birgalik nisbati shaklini yasang, ular ishtirokida gap tuzing.

Bordi, gapirdi, o'qidi, bajardi, uxladi, sakradi.

**V.MUSTAHKAMLASH**

1.Birgalik nisbati deb nimaga aytiladi?

2.Birgalik nisbati qanday qo'shimchalar yordamida yasaladi?

3.ekmoq, ketmoq fe'llaridan birgalik nisbati shaklini yasang.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Mardlik — mangulik» mavzusida bog'lanishli matn tuzing. Matndagi fe'llarning qanday nisbatdaligini aniqlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: FE'LLARNING VAZIFA SHAKLLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Birgalik nisbati deb nimaga aytiladi?

2.Birgalik nisbati qanday qo'shimchalar yordamida yasaladi?

3.ekmoq, ketmoq fe'llaridan birgalik nisbati shaklini yasang.

**III. YANGI MAVZU BAYONI.**

FE'LLARNING VAZIFA SHAKLLARI

topshiriq. Berilgan fe'llar shakllarini tarkibiy qismlarga ajrating.

Kelgach, kelguncha, o'qib, o'qish, o'tirgan, qo'rqmas.

topshiriq. Yuqoridagi fe'llar ishtirokida gaplar tuzing. Fe'llarning gap tarkibida qanday bo'lak vazifasida kelayotganligini ayting.

BILIB OLING. Fe'llar gapda boshqa so'zlar bilan bog'lanib, kesim, ega, to'ldiruvchi, hoi, aniqlovchi vazifasida kelishi mumkin. Buning uchun fe'l maxsus shakllarga ega bo'ladi. Turli gap bo'laklari vazifasida kelish uchun xos- langan fe'l shakllari fe'lning vazifa shakllari sanaladi.

Fe'llarning to'rt vazifa shakli mavjud: 1) sof fe'l shakli (o'qidi); 2) harakat nomi shakli (o'qimoq, o'qish); 3)sifat- dosh shakli (o'qigan, oqar); 4) ravishdosh shakli (o'qib, kelgach).

125-mashq. Berilgan gaplardagi fe'llarning vazifa shaklini aniqlang va tushuntiring.

1. Alisher uyga kirishi bilan qolganlar jim bo'lishdi. (Oybek) 2. Azizim, qizingizning baxtini birovlarning ostonasidan qidirmang. (Abdulla Qahhor) 3. Suv kelguncha, podani tepaga haydab chiqdi. Misoli suvga kalla qilganday o'zini soyga otdi. (Tog'ay Murod) 4. Tursunboy tizzasini ushlab zo'rg'a qadam bosardi. (Abdulla Qahhor) 5. Sidiqjon borishni ham, qaytishni ham bilmay qoldi. (Abdulla Qahhor)

126-mashq. Berilgan gaplardagi fe'llarning vazifa shakllarini toping, tahlil qiling.

Alisher Navoiy o'zbek xalqining ulug' shoiri va mutafakkiri bo'lib, u o'zbek adabiyotini, ayni zamonda, jahon adabiyotini ajoyib durdonalar, o'lmas badiiy obrazlar bilan boyitdi. Shoir o'z ijodiy faoliyati bilan XV asr o'zbek adabiyotini mislsiz taraqqiyot cho'qqilariga ko'tarib, uyg'onish davri deb atalayotgan bu davr madaniy va adabiy hayotida burilish yasadi. Zo'r jur'at va mahorat bilan insonparvarlik, xalqparvarlik, taraqqiyparvarlik g'oyalarini ilgari surib, xalqimizning nomini jahonga yoydi. Oradan qancha zamon- lar o'tgach, uning nomini faxr bilan tilga olyapmiz. (Darslikdan)

**V.MUSTAHKAMLASH**

1.Fe'lning vazifa shakllari deb nimaga aytiladi?

2. Fe'lning vazifa shakllari qaysilar?

3. Fe'lning vazifa shakllariga misollar ayting.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. ««Sen» ham, «siz» ham bir og'izdan chiqa- di» mavzusida bog'lanishli matn tuzing. Unda ishtirok etgan fe'llarning qaysi shaklda ekanligini ayting.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: HARAKAT NOMI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Fe'lning vazifa shakllari deb nimaga aytiladi?

2. Fe'lning vazifa shakllari qaysilar?

3. Fe'lning vazifa shakllariga misollar ayting.

**III. YANGI MAVZU BAYONI.**

HARAKAT NOMI

topshiriq. Berilgan fe'llarni tarkibiy qismlarga ajrating, qo'shimchalar ma'nosini aniqlang.

Yozmoq, yozish, yozuv; o'qimoq, o'qish, o'quv; olmoq, olish, oluv.

t o p s h i r i q. Yuqoridagi fe'llarni gap ichida keltiring va qanday gap bo'lagi vazifasida kelayotganini ayting.

BILIB OLING. Fe'lning otga xoslangan shakli harakat nomi deyiladi va fe'l asoslariga -(i)sh, ~(u)vt -moq qo'shimchalarini qo'shish yo'li bilan yasaladi.

mashq. Hikmatli so'zlarni o'qing va yod oling. Nuqtalar o'rniga ~(i)sh, -moq (-mak), -(u)v qo'shimchalaridan mosini qo'yib, harakat nomi yasang.

Bilim o'qi... va takrorla... mevasidir. O'qi... — koni foyda. Vatanni sev... iymondandir. Ertalab tur..., bet-qo'lni yuv..., boshqalarga salom ber... insoniylik belgisidir. Birovni birovga chaq... — eng yomon illat.

mashq. Berilgan so'zlardagi harakat nomi yasovchi qo'shimchalarni aniqlang.

Sanash, chiqmoq, chizuv, aytish, chaqirish, to'plash, foy- dalanish, quymoq, sindirmoq, yopish, quyuv, ho'plamoq. yugu- ruv, tanishuv, qarov, ishlov, haydov.

Harakat nomi deb nimaga aytiladi?

~(i)sh, ~(u)v, -moq (-mak) qo'shimchalari yordamida harakat nomlari yasang.

mashq. Gaplarni ko'chiring, harakat nomi yasovchi qo'shim­chalarning tagiga chizing.

1. Boshida tashvishi bo'lishiga qaramay, bolani erkalashga, tarbiyalashga vaqt topdi. (Oybek) 2. Xalqning o'zingga xayrixoh bo'lishini istasang, awal o'zing xalqqa xayrixoh bo'l. (Fitrat) 3. Bi- ror xalqning axloqini bilmoq uchun uning adabiyoti bilan tanish. (G'qfur G'ulom) 4. Qo'ziboy ishga aralashuvini ham, chiqib ketishini ham bilmay qoldi. (Hakim Nazir)

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Gaplarni o'qing, harakat nomlarini o'zi bog'langan so'zlar bilan birgalikda ko'chirib yozing.

1. Yozuvchi turmushni har taraflama o'rganishi, buning uchun uning hamma sohalaridan xabardor bo'lishi kerak. (Abdulla Qodi­riy) 2. Xalqning sha'niga, ming yillar davomida to'plagan obro'- e'tiboriga dog' tushirishga hech kimning haqqi yo'q. (O'. Sulaymonov) 3. Vaqtni samarasiz tortishuvlarga sarflamaylik. Har bir voqea va hodisaga katta mas'uliyat, xalqimizga xos donolik va aql-zakovat bilan yondashishimiz kerak. (N. Muhiddinov)

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: HARAKAT NOMINING YASALISHI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

HARAKAT NOMINING YASALISHI

Topshiriq. Tashish, tashishmoq, tashuv so'zlaridagi asos va qo'shimchalarga diqqat qiling, ulardagi tovush o'zgarishlarini aniqlang.

BILIB OLING. Harakat nomi fe'l asoslariga -(i)sh, \ ~(u)v, -moq qo'shimchalarini qo'shish orqali yasaladi. Masalan: yasha+sh, kel+ish, ayt+uv, bit+moq.

a yoki i unlisi bilan tugagan fe'l asoslariga -v qo'shimchasi qo'shilganda, a unlisi o ga, i unlisi u ga ay- lanadi va shunday yoziladi. Masalan, ishla — ishlov, tani — tanuv.

ESDA SAQLANG. Harakat nomi otlar kabi egalik, kelishik va ko'plik qo'shimchalarini oladi va gapda ular bajaradigan gap bo'laklari vazifasida keladi. Masalan: Chi- royli yozishni o'rgan! Yozuving yomon emas.

mashq. Nuqtalar o'rniga berilgan harakat nomlaridan mosini qo'yib, gaplarni ko'chiring.

1. Vatanni ..., uning maorifi uchun ... unga yordam ...dir.

Birovlarning gapini zimdan ... odobdan emas. (S. Anorboyev)

Erta bahoida daraxt..., yerlarni... bizning eng yaxshi odatimizdir.

Bu Vatanni jon bilan ...ga, Cho'lpon, hozir o'l. Kimki qasd qilsa anga, kiysin pushaymondin kafan! (Cho'lpon)

Qo'yish uchun so'zlar: Saqlash, sevmoq, etmoq, qayg'urmoq, tinglash, ekish, yumshatish.

mashq. Uch guruhga bo'lining. Birinchi guruh -(i)sh, ikkinchi guruh ~(u)v, uchinchi guruh -moq qo'shimchalari yordamida harakat nomlari yasasin va ular ishtirokida gaplar tuzib, ko'chirsin. Besh daqiqa ichida eng ko'p gap tuzgan guruh g'olib sanaladi.

mashq. Harakat nomlariga qavs ichidagi qo'shimchalardan mosini qo'yib, gaplarni ko'chiring, harakat nomlarini izohlang.

1. Jo'yakda cho'zilib, soya-salqinda dam olish... (-ni, -ning, -ga)nima yetsin? (S. Barnoyev) 2. Aql odamga o'ylash... (haqida, uchun, to'g'risida) berilgan. (O'. Hoshimov) 3. Nasiba ertalab barvaqt kelish sharti bilan dugonasiga ketish... (-dan, -ga, -ni) ijozat berdi. (O. Yoqubov) 4. Uning bu boqishi.... (-ida, -ining, -iga) Sobirning bilag'onligiga qoyil bo'lish... (-ga, -dan, -qa) tashqari ajablanish ham bor edi. (Hakim Nazir)

**V.MUSTAHKAMLASH**

1.Harakat nomi qanday so'roqlarga javob bo'ladi?

2.Harakat nomlariga egalik va kelishik qo'shimchalari qay tarzda qo'shiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Mening do'stim» mavzusida matn tuzing. Unda harakat nomidan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: MUSTAHKAMLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Harakat nomi qanday so'roqlarga javob bo'ladi?

2.Harakat nomlariga egalik va kelishik qo'shimchalari qay tarzda qo'shiladi?

**III. YANGI MAVZU BAYONI.**

MUSTAHKAMLASH

1-topshiriq. Quyidagi savollarga javob bering:

1.Fe'l deb nimaga aytiladi?

2.Harakat fe'llariga misollar keltiring.

3.Holat fe'llariga misollar keltiring.

4.Fe'l nisbatlari deb nimaga aytiladi?

5.Aniq nisbat deb nimaga aytiladi?

6.Orttirma nisbat qanday qo'shimchalar yordamida yasaladi?

7.O'zlik nisbati qo'shimchalarini ayting.

8.Majhul nisbat qo'shimchalari qaysilar?

9.Birgalik nisbatidagi fe'llarga misol keltiring.

topshiriq. Quyidagi fe'llarni harakat va holat fe'llariga ajratib ko'chiring, ular ishtirokida gaplar tuzing.

Ayirmoq, aniqlamoq, qizimoq, fikrlamoq, qazimoq, yengil- lashtirmoq, o'lchamoq, harakatlantirmoq, buramoq, burishmoq, anqaymoq, hayron bo'lmoq.

topshiriq. Boshqotirmani yeching. Unda yashiringan fe'l ishti­rokida gaplar tuzing.

1, 2, 3, 4, 5 6, 7

8, 9, 10. 11 12 13

14, 15 16,'17, 18

1.tabiatda ko'p uchraydigan metall.

2.tushum kelishigi qo'shimchasi.

3.isi so'zning ma'nodoshi.

4.«g'» undoshi.

5.egalik qo'shimchasi.

6.o'rin-payt kelishigi qo'shimchasi.

7.alifbodagi 2-, 14-, 18-harflar.

4-topshiriq. Nisbat shakliga ko'ra quyidagi fe'llarni jadvalga joy- lashtiring va ular ishtirokida gaplar tuzing.

Kuzatmoq, sarflamoq, ta'mirlamoq, atamoq, to'plamoq, yangilamoq, kuchaymoq, ilinmoq, kuzatishmoq, sarflashmoq, ta'mirlattirmoq, kuchaytirmoq, chizishmoq, sarflattirmoq, atal- moq, to'plashmoq, yangilashmoq, yangilattirmoq.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aniq nisbat | O'zlik nisbati | Majhul i isbat | Orttirma nisbat | Birgalik nisbati |
|  |  |  |  |  |

mashq. Nuqtalar o'rniga berilgan harakat nomlaridan mosini qo'yib, gaplarni ko'chiring.

1. Vatanni ..., uning maorifi uchun ... unga yordam ...dir.

2.Birovlarning gapini zimdan ... odobdan emas. (S. Anorboyev)

3.Erta bahorda daraxt..., yerlarni... bizning eng yaxshi odatimizdir.

4.Bu Vatanni jon bilan ...ga, Cho'lpon, hozir o'l. Kimki qasd qilsa anga, kiysin pushaymondin kafan! (Cho'lpon)

Qo'yish uchun so'zlar: Saqlash, sevmoq, etmoq, qayg'urmoq, tinglash, ekish, yumshatish.

mashq. Uch guruhga bo'lining. Birinchi guruh -(i)sh, ikkinchi guruh -(u)v, uchinchi guruh -moq qo'shimchalari yordamida harakat nomlari yasasin va ular ishtirokida gaplar tuzib, ko'chirsin. Besh daqiqa ichida eng ko'p gap tuzgan guruh g'olib sanaladi.

mashq. Harakat nomlariga qavs ichidagi qo'shimchalardan mosini qo'yib, gaplarni ko'chiring, harakat nomlarini izohlang.

l.Jo'yakda cho'zilib, soya-salqinda dam olish... (-ni,-ning, -ga)nima yetsin? (S. Barnoyev) 2. Aql odamga o'ylash... (haqida, uchun, to'g'risida) berilgan. (O'. Hoshimov) 3. Nasiba ertalab barvaqt kelish sharti bilan dugonasiga ketish... (-dan, -ga, -ni) ijozat berdi. (O. Yoqubov) 4. Uning bu boqishi.... (-ida, -ining, -iga) Sobirning bilag'onligiga qoyil bo'lish... (-ga, -dan, -qa) tashqari ajablanish ham bor edi. (Hakim Nazir)

Harakat nomi qanday so'roqlaiga javob bo'ladi?

Harakat nomlariga egalik va kelishik qo'shimchalari qay tarzda qo'shiladi?

**V.MUSTAHKAMLASH**

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

mashq. Uyga vazifa. «Mening do'stim» mavzusida matn tuzing. Unda harakat nomidan foydalaning.

topshiriq. «Biz yosh quruvchimiz» mavzusida matn tuzing. Unda ishlatilgan fe'llarning nisbatini aniqlang.

t o p s h i r i q. Uyga vazifa. Yurmoq, o 'chirmoq, to 'xtatmoq, yetmoq fe'llarining nisbat shakllarini aniqlang va ular ishtirokida gaplar tuzing.

40-41 darslar. Bayon va uning tahlili.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUN ONA TILI**

**FANI**

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

***Mavzu***: TAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

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**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

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**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUN ONA TILI**

**FANI**

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

***Mavzu***: TAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

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**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

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**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: SIFATDOSH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

**SIFATDOSH**

topshiriq. Chap va o'ng qatorlarda berilgan gaplar tarkibidagi ajratilgan so'zlarning qaysi so'zlarga bog'langanini va qanday so'roqqa javob bo'lishini aniqlang.

Navoiy ixchamgina xonada I Ishlayotgan xonamiz keng tanho ishlar edi. (Oybek) | va shinam edi.

topshiriq. Ajratib ko'rsatilgan so'zlar narsalarning qanday bel- gisini ifodalayotgani haqida fikr yuriting.

BILIB OLING. Fe'lning sifatga xoslangan shakli sifat- dosh deyiladi. Sifatdoshlar fe'l asoslariga -gan (-kan, -qan), -ydigan (-adigan ), ~(a)yotgan, ~(a)r qo'shimchalarini qo'shish yo'li bilan hosil bo'ladi.

Sifatdoshlar shaxs va narsalarning belgisini bildirishi bilan sifatga o'xshaydi. Sifatlar shaxs va narsaning turg'un, barqaror belgisini ifodalasa, sifatdoshlar o'zgarish, harakat belgisini ifodalaydi. Solishtiring: katta (sifat) daryo, oqar (sifatdosh) daryo.

mashq. Berilgan fe'llarni tarkibiy qismlarga ajrating. Qachon sifatdoshning -gan, -kan, -qan shakllari qo'shilishiga e'tibor bering.

chiqqan, kelgan, tikkan, olgan, uqqan, chekkan, yurgan, oqqan, kechikkan, taqqan.

mashq. Berilgan sifatdoshlarning aytilishi va yozilishiga e'tibor bering.

Eshit — eshitgan, ayt — aytgan, o's — o'sgan, ek — ekkan, buk — bukkan, qayt — qaytgan, to's — to'sgan.

mashq. Nuqtalar o'rniga sifatdosh yasovchi qo'shimchalardan mosini qo'yib ko'chiring. Sifatdoshlarning yasalishiga diqqat qiling.

1. Bilmaslik ayb emas, bilma...ini bo'yniga olmaslik ayb. 2. O'z o'rnida aytilma... so'z hech kim yo'q yerda chalin... kuyga o'xshaydi. 3. Arslondan qo'rq...dan ko'ra o'z nafsidan qo'rq... foydaliroq. 4. Ilm insonni izzat va sharafga yetkaz... vositadir. 5. Boshqalar qalbiga yaxshilik urug'ini ek... odam chinakam insondir.

mashq. Sifatdoshlarni toping. Ulardagi yasovchi qo'shimchalarni sifatdosh yasovchi boshqa qo'shimchalarga almashtirish mumkinmi? Shu haqda bahs uyushtiring.

Men go'yo tabiat bilan qo'shilib ketgandekman. Uning bir qismi mana shu daryo, qush, o'tloq, qamishzor, chirillayotgan chigirtka. Anovi vaqillayotgan qurbaqa, huv narigi yoqda hurayotgan it, shamolda shildirayotgan qamish yaproqlari. O'tloqdagi chirsilla- yotgan olov, chaylaga to'shalgan o't-o'lanlarning shirin, yoqimli, toza isi bilan aralash-quralash bo'lib ketgandekman. (Olmos)

**V.MUSTAHKAMLASH**

1. Sifatdosh deb nimaga aytiladi?

2.Sifatdosh yasovchi qo'shimchalarni sanang.

3.-gan, -kan, -qan qo'shimchalarining qanday fe'l asoslaridan so'ng qo'llanishini izohlang.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Mehr-muruwat — inson bezagi» mavzusida matn tuzing, unda sifatdoshlardan loydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: Sifatdoshlarning zamon shakllari. O'tgan zamon sifatdoshi

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Sifatdosh deb nimaga aytiladi?

2.Sifatdosh yasovchi qo'shimchalarni sanang.

3.-gan, -kan, -qan qo'shimchalarining qanday fe'l asoslaridan so'ng qo'llanishini izohlang.

**III. YANGI MAVZU BAYONI.**

Sifatdoshlarning zamon shakllari. O'tgan zamon sifatdoshi

topshiriq. Berilgan sifatdoshlarda ifodalangan harakat-holatning qaysi zamonga mansubligini ayting.

Ishlagan (kishi), kelayotgan (mashina), o'sadigan (nihol), tiktirgan (ko'ylak), o'rilgan (soch).

t o p s h i r i q. Yuqoridagi bo'lishli shakldagi sifatdoshlarni bo'lishsiz shaklga aylantiring. Qaysi nisbat shaklida ekanligini ayting.

BILIB OLING. Sifatdoshlar fe'l shakli bo'lganligi uchun fe'lga xos bo'lgan zamon, bo'lishli-bo'lishsizlik, nisbat ma'nolarini ifodalaydi.

topshiriq. Quyida berilgan sifatdoshlarni tarkibiy qismlarga ajra­ting. Sifatdosh shakllarining qaysi zamonga oidligini ayting.

Ko'pni ko'rgan (kishi), to'kilgan (paxta), ko'chgan (muz), gullagan (o'lka), chiqqan (qo'l).

topshiriq. Sifatdosh shakllarining talaffuzi va imlosini tushunti­ring.

BILIB OLING. Sifatdoshning -gan (-kan, -qan) qo'­shimchasi shaxs-narsalarning o'tgan zamonga xos harakat belgisini ifodalaydi.

Bu qo'shimcha unli bilan tugagan fe'l asoslariga qo'shilib, -gan holida talaffuz qilinadi va shunday yoziladi.

Jarangsiz undosh bilan tugagan fe'l asoslariga qo'shilib, -kan holida talaffuz qilinsa ham, -gan yoziladi (ko'chgan, o'sgan kabi).

Jarangsiz q undoshi bilan tugagan fe'l asoslariga qo'- shilganda -qan, k undoshi bilan tugagan fe'l asoslariga qo'shilganda -kan holida talaffuz qilinadi va shunday yozi­ladi (tiq — tiqqan, tik — tikkari).

Jarangli g' undoshi bilan tugagan fe'l asoslariga qo'­shilganda -qan holida talaffuz qilinsa ham -gan yoziladi (tug'— tug'gan).

mashq. Matnni o'qing, fe'l asoslariga qavs ichidagi qo'shimchalardan mosini qo'yib sifatdoshlarni o'zi bog'langan so'z bilan birga ko'chirib yozing.

Onani kim ulug'lama (-kan, -ar, -gan), kim unga tahsin o'qima (-yotgan, -gan, -r)? Farzand tug'ilarkan, uni ona yuvib- taraydi, yemay-yediradi, ichmay-ichiradi. Shu bois, onang ko'zlariga boqib, uning xush-noxushligini o'rgan. Onangni har ko'r (-gan, -kan, -ar) ingda, unga salom ber (-ar, -kan, -qan)ingda ko'zlaridan dilidagini anglashga harakat qil. Bu sening farzandlik burchingdir. (Y. Sadullayeva)

mashq. Gaplarni ko'chiring. O'tgan zamon sifatdoshlarining hosil bo'lishiga diqqat qiling.

1. Vahobjon boyagi qiz ko'rsatgan uy eshigining tugmasini bosdi. (Said Ahmad) 2. O'z ko'zim bilan ko'rganlarimni, kechirganlarimni, o'tmish hayot lavhalaridan esimda qolganlarini qalam- ga olgim kelib qoldi. (.Abdulla Qahhor) 3. O'z nafsiga asir bo'lgan odam insoniylikni qo'ldan boy beradi. («Donolor o 'giti»dan) 4. Mus- tafo Galatepaning chekkarog'ida, Ubaydullo Maxsumning hovuzi tarafga turtib chiqqan qir tumshug'ida yashaydi. (Murod Muham­mad Do'st)

**V.MUSTAHKAMLASH**

1.Sifatdoshning o'tgan zamon shakli qanday yasaladi?

2.-gan (-qan, -kan) qo'shimchasi yordamida o'tgan zamon sifatdoshlarini yasang.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

143-mashq. Uyga vazifa. «Men yoqtirgan adib» mavzusida matn tuzing. Unda o'tgan zamon sifatdoshlaridan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: HOZIRGI VA KELASI ZAMON

SIFATDOSHLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Sifatdoshning o'tgan zamon shakli qanday yasaladi?

2.-gan (-qan, -kan) qo'shimchasi yordamida o'tgan zamon sifatdoshlarini yasang.

**III. YANGI MAVZU BAYONI.**

HOZIRGI VA KELASI ZAMON SIFATDOSHLARI

topshiriq. Quyida berilgan sifatdoshlarni tarkibiy qismlarga ajra­ting. Sifatdosh shakli gaysi zamonni ifodalashini ayting.

Yurayotgan (mashina), boradigan (j°y)> o'qiydigan (kitob), kuylayotgan (bola).

topshiriq. Qaysi vaqtda -(a)yotgan, -ydigan, -adigan shakllari qo'llanilishini aniqlashga harakat qiling.

to p s h i r i q. Yuqoridagi sifatdoshlarning bo'lishsiz shaklini yasang.

BILIB OLING. Hozirgi zamon sifatdoshi fe'l asosla­riga ~(a)yotgan qo'shimchasini qo'shish bilan yasaladi.

Kelasi zamon sifatdoshi fe'l asoslariga -ydigan, -adigan, -(a)r qo'shimchalarini qo'shish bilan yasaladi.

144-mashq. Gaplarni ko'chiring. Sifatdoshlarni topib, yasalishini tushuntiring.

1. Endigina ko'tarilib kelayotgan oy sarg'ish nurlar sochib tun qo'ynida mudrayotgan pastqam uylarning tomlarini, daraxtlarning yalang'och novdalarini yoritib turardi. (X. To'xtaboyev) 2. Chuqur ariqdan toyimni sug'orib chiqayotganimda bir to'da uloqchi — chavandozlar uchrab qoldilar. (A. Qodiriy) 3. ...Jimirlab oqayotgan daryo bo'yiga borib, yuz-qo'llarini yuvib, bir-ikki qultum suv ichishdi. (Mirmuhsin) 4. Yoqimli yoz shabadasi endigina qad ko'taribkelayotgan yosh nihollarni tebratar edi. (OHoshimov) 5. Xolida hovlidagi gulzorga chopib chiqib ketayotgan edi, oyisi to'xtatdi. (S. Anorboyev)

mashq. Kelasi zamon sifatdoshlarini topib, hosil bo'lishini tu­shuntiring.

1. Odamlar sizni qattiq hurmat qilishadi, opa,— dedi Kamol astoydil kuyunib, — sha'ningizga dog' tushiradigan bunaqa ishlarga izn bermang. (E. Usmonov) 2. Shanbada to'y keladigan, el-yurtga osh beriladigan bo'lgani uchun erta tongdanoq hovli gavjum edi. (O. Yoqubov) 3. Eshon otasining vasiyatiga amal qilib, to'rdan joy tegmaydigan, poygakda choy tegmaydigan bir odam bo'lib yeti- shibdi. (Abdulla Qahhor) 4. Bo'ladigan savdoning tezroq bo'lgani yaxshi. (N. Normatov) 5. Mana endi, Sobirjon o'g'lim, ishlab, ro'zg'orga qarashadigan vaqtingiz bo'ldi. (Hakim Nazir)

mashq. So'z birikmalari tarkibidagi kelasi zamon sifatdoshlarini o'tgan va hozirgi zamon sifatdoshlariga aylantiring, so'ng ular ishtirokida gaplar tuzing.

Qaynaydigan suv, yog'adigan yomg'ir, bajariladigan ish, oli- nadigan ko'ylak, haydaladigan yer, miniladigan ot, yoziladigan bayon, chaqiriladigan mehmon, qilinadigan to'y, ijro etiladigan raqs, pishiriladigan ovqat.

**V.MUSTAHKAMLASH**

1.Hozirgi zamon sifatdoshi qanday yasaladi?

2.Kelasi zamon sifatdoshiga misollar ayting.

3.Qurmoq, boqmoq, tikmoq fe'llaridan hozirgi va kelasi zamon sifatdoshlarini yasang.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Qaytmoq, keltirmoq, ikkilanmoq, anglamoq, yanglishmoq fe'llaridan o'tgan, hozirgi va kelasi zamon sifatdoshlarini yasang va ular ishtirokida gaplar tuzing.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: SIFATDOSHNING BO'LISHLI VA BO'LISHSIZ SHAKLLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Hozirgi zamon sifatdoshi qanday yasaladi?

2.Kelasi zamon sifatdoshiga misollar ayting.

3.Qurmoq, boqmoq, tikmoq fe'llaridan hozirgi va kelasi zamon sifatdoshlarini yasang.

**III. YANGI MAVZU BAYONI.**

SIFATDOSHNING BO'LISHLI VA

BO'LISHSIZ SHAKLLARI

Topshiriq. Berilgan bo'lishli shakldagi sifatdoshlardan -ma yor­damida bo'lishsiz sifatdoshlar hosil qiling.

Eshitgan, ko'rayotgan, kuylaydigan, oqar.

BILIB OLING. Sifatdoshning bo'lishsiz shakli fe'llardagi kabi -ma qo'shimchasi yordamida yasaladi. ~(a)r qo'shimchasi bilan yasalgan sifatdoshlarga -ma qo'shimchasi qo'shilganda -r tovushi -s ga aylanadi. Masalan: kelar — kelmas.

148-mashq. O'tirmoq, chizmoq, yangilamoq, tozalamoq, sug'ormoq, suhbatlashmoq fe'llaridan sifatdoshlarning uch zamondagi bo'lishli va bo'lishsiz shakllarini hosil qiling, ular ishtirokida gaplar tuzing.

mashq. Gaplarni o'qing, sifatdoshlarning bo'lishli va bo'lishsiz shakllarini topib, ko'chiring.

1. Bu ovoz hali mag'zi ilimagan dalalarga, osmondagi oqimtir yulduzlarga tegib aks-sado berayotgandek tuyulardi. (A. Ko \chimov) 2. Bola boshini qo'llari orqasiga qo'yib, Boysun tog'i uzra charx urayotgan bulutlarga qarab jim qoldi. (S. Mengnorov) 3. Qoradaiyo hamisha to'lib oqqan, lekin hech qachon bunday suvsiz bo'lmagan. (Qamchibek Kenja) 4. Or — bu o'ziga nomunosib yoki ep ko'- rilmagan ishdan, narsadan xijolat tortish, uyalish, uyat va nomus qilish tuyg'usidir. («Vatan tuyg'asi») 5. Keng fe'l, ketmas davlat bersin.

**V.MUSTAHKAMLASH**

1.Sifatdoshlarning bo'lishli va bo'lishsiz shakllari deganda ni- mani tushunasiz?

2.Sifatdoshlarning bo'lishsiz shakliga misollar keltiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Rasm asosida «Birinchi qor» mavzusida matn tuzing. Unda bo'lishli va bo'lishsiz sifatdoshlardan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: RAVISHDOSH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Sifatdoshlarning bo'lishli va bo'lishsiz shakllari deganda ni- mani tushunasiz?

2.Sifatdoshlarning bo'lishsiz shakliga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

RAVISHDOSH

topshiriq. Quyidagi gaplar tarkibidagi ajratib ko'rsatilgan fe'llarni tarkibiy qismlarga ajrating.

Sochlarimni silab-siypalab,

Baxting bor deb esadi yellar. (Hamid Olimjon)

Bolta tushguncha, to'nka dam olar. (Maqol)

Tong otgach, yo'lga tushdik.

topshiriq. Ajratib ko'rsatilgan fe'llarning qaysi so'zlar bilan bog'lanib kelayotganini

va qanday so'roqqa javob bo'lishini aniqlang.

BILIB OLING. Fe'lning ravishga xoslangan shakli ravishdosh deyiladi.

Ravishdoshlar harakatning belgisini bildirishi bilan ra­vishga o'xshaydi. Ravishdosh ham ravish kabi fe'lga bog'lanib, uning belgisini bOdiradi. Solishtiring: piyoda (ravish) keldi, shoshilib (ravishdosh) keldi.

151-mashq. Matn tarkibidagi ravishdoshlarni aniqlab, qanday so'roqqa javob bo'layotgani va qaysi so'zga bog'lanayotganini ayting.

... Boysariboy o'n ming uyli Qo'ng'irot eli bilan ko'chib borgach, Ko'kqamish ko'li atrofida mollarini semirtirib, yaylovda yayrab yotadi. O'n ming uyli Qo'ng'irot elining boyvachchalari bilan yig'ilib, bir yerga jam bo'lib, bir baxmal o'tovni tikib, shu o'tovning ichida hamma boyvachchalar bilan qimiz ichib, o'z kayf-u safosi bilan o'tirar edi. («Alpomish»dan)

152-mashq. Quyida berilgan gaplarda ajratib ko'rsatilgan so'zlarning qanday so'roqqa javob boiayotgani va qaysi so'z turkumiga mansubligini ayting. Imlosini tushuntiring.

Shohjahon hazin kayfiyatga berilgach, ko'ngli qorong'uligini na o'yin-kulgu, na sayr-sayohat yorita olardi. Malika Mumtozmahal shohning ma'yusligini sezgach, uni xushnud etish uchun g'azallar o'qib, xayollarini yaxshilikka, ezgu ishlarga undardi. Malika dunyo- dan o'tgach, unga bag'ishlab shoh «Tojmahal»ni qurdirdi. Ammo Shohjahonni xavotirga solgan hodisalar ro'y berib, o'z o'g'li Avrangzeb otaga qarshi isyon ko'tardi. Taxtni egallagach, otasini umrbod qamoqqa, erksizlikka mahkum etdi. («Vatan adabiyoth)

**V.MUSTAHKAMLASH**

1. Ravishdosh deb nimaga aytiladi?

2. Ravishdosh qaysi qo'shimchalar yordamida yasaladi?

3. Ravishdosh gapda qanday gap bo'lagi vazifalarida keladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Mening orzum» mavzusida bog'lanishli matn tuzing. Unda ishtirok etgan fe'llarning qanday shaklda ekanligini ayting.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***MAVZU:*** RAVISHDOSHLARNING MA'NO TURLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Ravishdosh deb nimaga aytiladi?

2. Ravishdosh qaysi qo'shimchalar yordamida yasaladi?

3. Ravishdosh gapda qanday gap bo'lagi vazifalarida keladi?

**III. YANGI MAVZU BAYONI.**

RAVISHDOSHLARNING MA'NOTURLARI

topshiriq. Berilgan birikmalardagi ravishdoshning so'rog'ini aniqlang va so'rog'iga qarab ma'nolarini izohlang.

Musiqa tingach, qorong'i tushguncha, ko'rgani bormoq, yugurib kelmoq, yig'lay-yig'lay uxlamoq, qo'rqib kirmadi, qay- nayvermagach olovni kuchaytirdi, suvga tikilgancha o'ylanib qoldi.

topshiriq. Yuqoridagi ravishdoshlarni qanday so'roqqa javob bo'lishiga qarab, quyidagi ma'no guruhlariga joylashtiring.

|  |  |  |  |
| --- | --- | --- | --- |
| Holat (qanday, qanday qilibF) | Payt(qachun, qochongachc 7) | Maqsad (nima maasadda 7) | Sabab (nima sababi 7) |
|  |  |  |  |

BILIB OLING. Ravishdoshning -(i)b, -a//-y shakllari ko'proq harakatning holatini, ba'zan payt, sababini, -gancha (-katicha, -gancha) shakli holatini, -gach, (-kach, -qach), -guncha (-kuncha, -quncha) shakllari paytini, -gani (-kani, -qani, -gali) shakli ntaqsadini anglatadi.

154-mashq. Quyida berilgan fe'l asoslariga -gach (-kach, qach), -guncha (-kuncha, -quncha), -gani (-kani, -qani) qo'shimchalaridan mosini qo'yib ko'chiring. Talaffuzi va imlosini tushuntiring.

Ko'r, bor, ket, yig', chaq, taq, tik.

Nam una: ko'rgach, ko'rguncha, ko'rgani.

155-mashq. Biror badiiy matndan ravishdosh shakllarini topib, ularning talaffuzi va imlosini tushuntiring.

mashq. Berilgan gaplardagi ravishdoshlarning ma'no turlarini aniqlang.

1. Aslida, qosh qorayguncha yetib olish kerak. (Omon Muxtor) 2. Tog'ga yetgach, qo'ylarni o'z holiga tashlab qo'ydi. (Tog'ay Murod) 2. Gapni bilib-bilmay gapirmaslik kerak. (U. Hamdamov)

Yodgor kelib-kelmay hasharni adog'iga yetkazdi. (G'afur G'ulom)

Doirani olgach, chalgani odam izlab ketdi. (N. Aminov) 4. Tog'ga chiqqach, osmonning pastligini his qildi. (Tog'ay Murod) 5. Kechga yaqinlashgach, havo aynib, shamol turdi. (Oybek)

niashq. Berilgan fe'l asoslariga ravishdoshning ~(i)b, -a//-y, -gach, -guncha, -gani, -gancha qo'shimchalarini qo'shing va qanday ma'no o'zgarishi bo'layotganini ayting.

O'tir, yoz, ter, yur, gapir, boq, yog', buk.

N a m u n a: o 'tirib, o 'tira-o 'tira, o 'tirgach, o 'tirguncha, o 'tirgani, o 'tirgancha.

**V.MUSTAHKAMLASH**

1.Payt ma'nosini bildiruvchi ravishdoshlarga misollar ayting.

2.Holat ma'nosini bildiruvchi ravishdoshlarga izoh bering.

3.Maqsad ma'nosini bildiruvchi ravishdoshlarni tavsiflang.

4.Sabab ma'nosini bildiruvchi ravishdoshlar qaysi qo'shimchalar bilan yasaladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

157-niashq. Uyga vazifa. Rasm asosida ravishdoshlardan foydalanib «Bugungi hayotimiz» mavzusida bog'iamshli matn tuzing. Qanday ravish­doshlardan foydalanganingizni ayting.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: RAVISHDOSH YASOVCHI

QO'SHIMCHALAR TALAFFUZI VA IMLOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Payt ma'nosini bildiruvchi ravishdoshlarga misollar ayting.

2.Holat ma'nosini bildiruvchi ravishdoshlarga izoh bering.

3.Maqsad ma'nosini bildiruvchi ravishdoshlarni tavsiflang.

4.Sabab ma'nosini bildiruvchi ravishdoshlar qaysi qo'shimchalar bilan yasaladi?

**III. YANGI MAVZU BAYONI.**

RAVISHDOSH YASOVCHI QO'SHIMCHALAR

TALAFFUZI VA IMLOSI

Topshiriq. Berilgan fe'llardagi ravishdosh qo'shimchalarini aniq­lang. Ularning talaffuzi va imlosiga e'tibor bering.

Chiqqach, kelgach, ekkach, aytgach, chiqquncha, kelgun­cha, ekkuncha, aytguncha, sig'gancha, kelgancha, ekkancha, aytgancha, chiqqani, kelgani, ekkani, aytgani.

BILIB OLING. Unli va jarangli undoshlar bilan tuga­gan fe'i asosiarkga ravishdoshning -gach, -guncha, -gancha, -gani qo'shimchalari qo'shiladi.

Bu qo'shimchalar k undoshi bilan tugagan fe'l asosla­riga qo'shilib, -kach, -kuncha, -kancha, -kani holida; q un­doshi bilan tugagan fe'l asoslariga qo'shilib, -qach, -quncha, -qancha, -qani shaklida talaffuz qilinadi va shunday yoziladi.

Jarangsiz undosh bilan tugagan fe'l asoslariga bu qo'­shimchalar qo'shilganda, -kach, -kuncha, -kancha, -kani shaklida talaffuz qilinsa ham, -gach, -guncha, -gancha, -gani tarzida yoziladi.

mashq. Berilgan gaplardagi fe'llarni toping, ravishdosh shaklini hosil qiluvchi qo'shimchalarning yozilishi va talaffuzini tushuntiring.

1. Ona kelar yo'lda yugurib, Ko'ringandan qizini so'rab. (Ha­mid Olimjon) 2. Orqa tomonda o'tirgan Dilbar o'zini tutolmay qiqirladi. (TV. Aminov) 3. Bobur gulni yana bir hidlab, boshidagi sallasining qatiga qistirib qo'ydi. (P. Qodirov) 4. Taxtga chiqqach, adolat bilan ish tutibdi. (Ertakdan) 5. Shamol tinavermagach, tog'ga chiqishni qoldirdi. (Tog'ay Murod)

mashq. Berilgan gaplardan fe'lning ravishdosh shaklini toping va talaffuzi hamda imlosiga e'tibor bering.

1. O'sha kuni kechasiyoq qahramonliklar ko'rsatib, shon-u shuhrat taratib, o'qituvchilarimni hayratda qoldirdim. (X. To'x- taboyev) 2. Men bobomning maqtovini eshitib, kekkayib bormoq- daman. (A. Qodiriy) 3. Tepalikdan o'tgach, chavandozlar birin- ketin orqada qola boshladi. (B. Murodaliyev) 4. Aka-uka maslahatlashib, tong otguncha shu yerda qolishga qaror qilishdi. (X.To'xtaboyev) 5. Xola, ukam qani, olib ketgani keldim. (H. Badalov)

**V.MUSTAHKAMLASH**

1.Ravishdoshlar qaysi qo'shimchalar yordamida yasaladi?

2.Ularning imlosi haqida gapiring.

3.Qanday asoslarga -qach, -quncha, -qani qo'shimchalari qo'shiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Bizning qishloq yoki shahar» mavzusida bog'lanishli matn tuzing. Matnda ravishdoshlardan foydalaning. Ularni tahlil qiling.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: MUSTAHKAMLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Ravishdoshlar qaysi qo'shimchalar yordamida yasaladi?

2.Ularning imlosi haqida gapiring.

3.Qanday asoslarga -qach, -quncha, -qani qo'shimchalari qo'shiladi?

**III. YANGI MAVZU BAYONI.**

MUSTAHKAMLASH

1. Fe'llarning vazifa shakllari deb nimaga aytiladi?

2.Harakat nomi qanday hosil qilinadi?

3.Sifatdosh yasovchi qo'shimchalar qaysilar?

4.Ravishdosh yasovchi qo'shimchalarni ayting.

5.Fe'lning vazifa shakllariga xos belgilar qaysilar?

topshiriq. Matnni o'qing. Nuqtalar o'rniga qavs ichidagi qo'shimchalardan mosini qo'yib, fe'lning vazifa shakllarini hosil qiling.

Bir bog'bon birovning bog'ini parvarish qilar edi. Bog'da bir olma daraxti bo'l... (-gani, -yotgan, -ib), mevasi juda shirin edi. Bog'bon bu daraxtni sevar, mevasi pish... (-ib, -ish, -qani)i bilan bog' egasining oldiga olib borardi. Bu gal ham bog' egasi keltiril... (-kan, -qan, -gan) olmadan g'oyat xursand bo'ldi va uni o'z hovlisiga keltir... (-ay, -gun cha, -ib) o'tqaz... (-gani, -ish, -quncha)ni buyurdi. Ko'chiril... (-ib, -y, -gan) olma daraxti qurib qoldi.

Ochko'z bog' egasi olmaning boridan ham ajralib qoldi. (Rivo-

yat)

topshiriq. Yoz, keltir, sot, qur, o'qi asoslaridan fe'l shakllarini hosil qiling va ular ishtirokida gaplar tuzing.

topshiriq. Matnni ko'chiring. Ajratib ko'rsatilgan fe'l shakllariga diqqat qiling, so'rog'ini, bog'langan so'zini aniqlang.

Asal yiliga ikki marta: bahorda va kuzda yig'ilar edi. Dadam tayyor hosilni sirli tog'oralarga solib, oftobda eritib, mumlarini ajratardilar.

«0'g'lim, asal shirin, xizmati qiyin», deb qo'yar edilar dadam har zamonda. Dadam birinchi hosilni qo'ni-qo'shni, qarindosh- urug'larga «Og'zi tegsin» deb, tarqatar edilar.

Shunda men: «Nega qo'shnilarga qiyin mehnatingiz evaziga yuzaga kelgan bolni tarqatamiz?» derdim. Dadam kulib: «Hosil mo'l, qolaversa, qo'shnilarning ham haqi bor, chunki arilar ularning bog'idagi gullaidan ham bol so'rib olganlar,» derdilar. (Habibullo Qodiriy)

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Qanotli do'stlar» mavzusida matn tuzing. Unda ishlatilgan fe'lning vazifa shakllarini aniqlang.

dars. Test.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: KO'MAKCHI FE'LLAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

KO'MAKCHI FE'LLAR

topshiriq. Berilgan fe'llarni bir-biriga solishtiring, ma' no farqini ayting.

O'qimoq — o'qiy boshlamoq, o'qiy olmoq, o'qib chiqmoq, o'qib tugatmoq, o'qib yurmoq, o'qib turmoq, o'qib yubormoq, o'qib tashlamoq.

topshiriq. Boshlamoq, olmoq, chiqmoq, tugatmoq, yurmoq, tur­moq, tashlamoq fe'llarini ishlamoq, yozmoq fe'llariga qo'shib, ma'nolarini izohlang.

BILIB OLING. Ravishdoshning -a//-y, -(i)b shaklla­riga qo'shilib, o'z mustaqil ma'nolarini yo'qotgan, asosdan anglashilgan harakatning bosqichlari (boshlanishi, davom etishi, tugallanishi) va tarzi (tezligi, imkoniyati)ni bildiruvchi bosh­lamoq, olmoq, yubormoq, turmoq, chiqmoq singari fe'llar ko'makchi fe'llar hisoblanadi.

ESDA SAQLANG. Ko'makchi fe'lni qabul qiluvchi ravishdosh yetakchi fe'l hisoblanadi. Ko'makchi fe'l faqat yetakchi fe'l bilan birgalikda qo'llanadi. Ana shu xususiyati bilan mustaqil qo'llanuvchi olmoq (xatni olmoq), tugatmoq (o'qishni tugatmoq), turmoq (o'rnidan turmoq), tashlamoq (iqog'oz tashlamoq) fe'llaridan farq qiladi.

mashq. Matnni o'qing. Ko'makchi fe'llarni topib, ular bildirgan ma'nolarni aniqlang. Ko'makchi fe'llar ishtirokida yangi so'z qo'shilmalarini hosil qiling.

Chor atrofi baland devor bilan o'ralgan tor joyda uning aqli yetmaydigan ajoyibotlar to'lib-toshib yotibdi. Eng qizig'i devor boshida o'qtin-o'qtin ko'rinish beradigan babaq xo'roz. U o'ziga hayratomuz tikilib turgan Oqbo'yinga boshini u yon-bu yon burib qarab qo'yadi-da, qanotlarini tap-tap qoqqanicha, birdan qichqi- rib qoladiki, sho'rlik Oqto'sh qochaman deb umbaloq oshib tu- shadi.

Gohida shu ish ustiga uy egasining o'rtancha o'g'li Rasul kelib qoladi... Rasul uni yerdan ko'tarib bag'riga bosadi, silab-siypaydi. (N. Norqobilov)

mashq. Gaplar tarkibidagi fe'llarni ikki guruhga bo'lib ko'chiring. Birinchi guruhga sof fe'llarni, ikkinchi guruhga ko'makchi fe'lli so'z qo'shilmalarini kiriting.

1. Men bu yerga qalamcha suqqanimda, «Nimaga boshqalar bosh qo'shmaydi?» deb o'ylamaganman. Ekkim kelgan, ekkanman. (N. Norqobilov) 2. Ertasi kun bo'yi Esonboyni xavotir aralash kutdim. Daragi bo'lmadi. Ishdan kelgach, nari-beri tamaddi qilib, uyiga o'tib bordim. (X. Sultonov) 3. Savri xola indamadi. Bitta-bitta qadam bosib, uyi tomon yurib ketdi. (O'. Umarbekov) 4. Qo'qonga nonushta mahalida kirib keldik. (Abdulla Qahhor)

mashq- Quyidagi fe'llar ishtirokida ko'makchi fe'lli so'z qo'shilmalari tuzing, ular ishtirokida gaplar hosil qiling va yozing.

Ko'rmoq, burmoq, solmoq, qaramoq, qo'ymoq, yoqmoq, kelmoq, yubormoq, tashlamoq.

164-mashq. Qo'ymoq, qirqmoq, gapirmoq, yemoq, ichmoq, cHopmoq, yozmoq fe'llarini yetakchi fe'l qilib, ularga har xil ko'makchi fe'llarni qo'shib ko'ring, so'z ma'nosining o'zgarishiga diqqat qiling.

Namuna: qo'yib yubormoq, qo'yib ketmoq, qo'yib qo'ymoq, qo'yib turmoq.

**V.MUSTAHKAMLASH**

1.Ko'makchi fe'llar deb nimaga aytiladi?

2.Qanday fe'llar yetakchi fe'l sanaladi?

3.Ko'makchi fe'l qanday shakldagi yetakchi fe'llarga qo'shiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

165-mashq. Uyga vazifa. «Erta turish — salomatlik garovi» mavzusida matn tuzing va unda ko'makchi fe'lli so'z qo'shilmalaridan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: KO'MAKCHI FE'LNING MA'NOLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Ko'makchi fe'llar deb nimaga aytiladi?

2.Qanday fe'llar yetakchi fe'l sanaladi?

3.Ko'makchi fe'l qanday shakldagi yetakchi fe'llarga qo'shiladi?

**III. YANGI MAVZU BAYONI.**

KO'MAKCHI FE'LNING MA'NOLARI

topshiriq. Yubormoq, boshlamoq, tashlamoq, tugatmoq ko'makchi fe'llarini ravishdosh shaklidagi chopmoq yetakchi fe'li bilan birga keltiring. Ularning ma'no farqini ayting.

to p s h i r i q. Hayday boshlamoq, haydab yubormoq, haydab bo 'Imoq fe'llarining ma'nolarini izohlang.

BILIB OLINIG. Ravishdoshning -a//-y shakliga qo'shiluvchi boshlamoq ko'makchi fe'li harakatning boshla- nishi, olmoq ko'makchi fe'li esa harakatni bajarishga imkoni- yat mavjudligi ma'nosini ifodalaydi.

Yotmoq, yurmoq, turmoq ko'makchi fe'Ilari ravishdoshning -(i)b shakliga qo'shilib, harakatning davomiyligini bildiradi.

Yubormoq, tashlamoq, qo'ymoq ko'makchi fe'Ilari harakatning tez va oson bajarilishini ifodalaydi.

Chiqmoq ko'makchi fe'li harakatning to'la yakunlan- ganini bildiradi.

166-mashq. O'. Umarbekovning «Hayot qo'shig'i» hikoyasidan olin­gan quyidagi gaplarni o'qing. Ketmoq fe'lining ishlatilish o'rinlariga va ma'nolariga diqqat qiling.

1.0'yin-kulgi, askiya yarim kechagacha cho'zilib ketdi. 2. Mo'ysafid gullarni shiyponga qo'yib, mehmonlar bilan ko'risha ketdi. 3. Bu nima degan gap o'zi, juda jim bo'lib ketdingiz! 4. Sahnaga ko'zi tushdi-yu, yuragi orqasiga tortib ketdi. 5. Do'simboy ota uyga kirib ketganda hech nimaga tushunolmay o'tirgan Mirsaid so'radi: — Hotamjonga nima qilgan? 6. Mirsodiq eshikni sekin ochdi-yu, sevinib ketdi.

167-mashq. Yozib bormoq, aytib bormoq, kuchayib bormoq, ortib bormoq, o'tib bormoq shakllari tarkibida kelayotgan bormoq fe'lining ma'nosini izohlang va ular ishtirokida gaplar tuzing.

mashq. Ikki guruhga bo'lining. Birinchi guruh o'z ma'nosida ish- latgan fe'lni ikkinchi guruh ko'makchi fe'l ma'nosida qo'llab gap tuzsin.

masliq. Gaplarni ko'chiring, ko'makchi fe'llarning ma'nolarini izohlang, ularni harakatning boshlanishini, davomiyligini va yakunlanishi- ni bildiruvchi fe'llarga ajrating.

1. Hozircha muvaqqat sim tortib turaylik, doimiy simni Farhod- dan elektr olganimizda tortamiz. (Abdullda Qahhor) 2. Hozir men

Toshkentdaman. Yodgor o'z yonimda. Ba'zan Mehrixonlar oilasiga ham borib-kelib turadi. (G'afur G'ulom) 3. Ukam orqasiga qayrilib ham qaramadi. Dadasining qo'lidan ushlab dikir-dikir sakrab, o'ynoqlab keta berdi. (5. Anorboyev) 4. lndamay g'ishtlarni ustma- ust taxlay boshladi. (M. Mansurov)

5. Men gilosman, quloq sol, Rangim ol-u, totim bol. Topsang qo'shalog'imni Qulog'ingga taqib ol. (E Vohidov)

**V.MUSTAHKAMLASH**

1.Harakatning boshlanishini bildiradigan ko'makchi fe'llar qaysilar?

2.Harakatning davomiyligini anglatuvchi ko'makchi fe'llarni aytib bering.

3.Harakatning yakunlanganligi qaysi ko'makchi fe'llar yor­damida ifodalanadi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Boshlamoq, yotmoq, chiqmoq ko'makchi fe'Ilari ishtirokida so'z qo'shilmalari tuzing va ularni gap ichida keltiring.

Nam una: Kechga borib laylakqor yog'a boshladi (harakatning boshlanishini bildiradi).

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: KO`MAKCHI FE`LNING MA`NOLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Harakatning boshlanishini bildiradigan ko'makchi fe'llar qaysilar?

2.Harakatning davomiyligini anglatuvchi ko'makchi fe'llarni aytib bering.

3.Harakatning yakunlanganligi qaysi ko'makchi fe'llar yor­damida ifodalanadi?

**III. YANGI MAVZU BAYONI.**

KO`MAKCHI FE`LNING MA`NOLARI

BILIB OLING. Nisbat va bo'lishsizlik shakllari yetak­chi fe'l tarkibida ham, ko'makchi fe'l tarkibida ham kelishi mumkin. Zamon, shaxs-son qo'shimchalari faqat ko'makchi fe'llarga qo'shiladi.

mashq. Gaplarni ko'chiring, ajratib ko'rsatilgan ko'makchi fe'lli so'z qo'shilmalaridagi ko'makchi fe'llar bildirgan ma'nolarni aniqlang.

1. Unsin ostonadan hatlashi bilan paranjisini yig'ishtirib oldi, qarshisiga yugurib chiqqan Zumrad bilan quchoqlashib ko'risha ketishdi. 2. Birpasgina bo'lsa ham... ko'rinish berib, notavon ko'nglimni tinchitib ketsang bo'lgani. 3. Sovuq bo'shashgan ha- mon, ko'klam daragi kelmasdan, tag'in ayvonga ko'chib olar edi. 4. Umarali o'rnidan turdi-da, tashqariga chiqib ketdi. (Oybek)

mashq. Gaplarni ko'chiring, ajratib ko'rsatilgan fe'llarni bir-biriga solishtirib, farqlarini ayting, asosga fe'l shakllarining qo'shilishiga diqqat qiling.

1. Otamiz aravaga qo'shilgan otni yetaklab borardi, xullas, Zovboshiga borishimni taqiqlab qo'yishgandi uydagilar. 2. Tog'dan bizga qishning yaqinlashganidan xabar beruvchi shamollar esa boshladi. 3. Keyin ularning ham chandilgan iplarini yechib, ayirib ola boshladik. 4. Yo'l nishab edi. Tushib ketyapmiz. Goho otning tuyog'i silliq toshda sirg'alib ketadi. 5. Bir mahal yo'l kengayib ketdi. (Sh. Xolmirzayev)

mashq. Silab qo'ydi— silamay qo'ydi— silab qo'ymadi; yashirib qo 'ydi — yashirmay qo 'ydi — yashirib qo 'ymadi, yashirmay qo 'ymadi; o 'tib qoladi— o'tmay qoladi— o'tib qolmaydi ko'makchi fe'lli so'z qo'shilmalari ishtirokida gaplar tuzing, fe'l shakllari o'zgarishining gap ma'nosiga qanday ta'sir qilayotganini toping.

-ma qo'shimchasi yetakchi va ko'makchi fe'lga qanday qo'shiladi?

**V.MUSTAHKAMLASH**

1.Yetakchi va ko'makchi fe'llarga nisbat qo'shimchalarining qo'shilish tartibi haqida so'zlab bering.

2.Yetakchi va ko'makchi fe'llarga zamon qo'shimchalari qanday qo'shiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Rasm asosida «Konstitutsiya bayramida» mavzusida matn tuzing, unda ko'makchi fe'llardan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: FE'LLARNING YASALISHI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Yetakchi va ko'makchi fe'llarga nisbat qo'shimchalarining qo'shilish tartibi haqida so'zlab bering.

2.Yetakchi va ko'makchi fe'llarga zamon qo'shimchalari qanday qo'shiladi?

**III. YANGI MAVZU BAYONI.**

FE'LLARNING YASALISHI

topshiriq. Berilgan so'zlarni tarkibiy qismlarga ajrating. Qo'shimcha qismning vazifasini ayting.

Sana, boyi, oqar, qoray, suvsa, yaltira, yiltira, suhbatlash.

topshiriq. Berilgan yasama fe'llar qatorini davom ettiring.

Suvsira, tuzla, tuna, chirqilla, qisqar.

BILIB OLING -la, -a qo'shimchalari ot, sifat, undov so'zlardan, ~(a)y, -i, -sira, -sa qo'shimchalari ot va sifat- lardan, ~(a)r qo'shimchasi sifatlardan, -ilia, -ira qo'shim­chalari taqlid so'zlardan fe'l yasaydi.

-sira qo'shimchasi sen, siz olmoshlaridan ham fe'l yasaydi.

175-mashq. Gaplarni ko'chiring, nuqtalar o'rniga qavs ichidagi qo'shim­chalardan mosini qo'yib, fe'llar hosil qiling va ularning yasalishini izoh­lang.

1. Odobli va adolatli inson qo'lidagi qalam baxt-saodat uchun xizmat qilib yurgan odamlarni zavq... (-la,-ir,-lan) tiradi, bir-biriga yaqin... (-sa, -lash, -man) tirib, do'stlikni mustahkam... (-sira, -la, -y) di. (H. Ziyoyev) 2. Goho miriqib gap... (-cha,-ir,-la) shib, o'y... (-in, -la, -choq) shib olish ham kerak-ku? Xotiralar odamning yuragini toza... (-lik, -gar, -la)ydi. (Sh. Xolmirzayev) 3. Yuzimga qarab turib «sen... (-la, -sira, -sa) mang» deydi-ya?! (Abdulla Qahhor) 4. U Marg'ilonga yaqin... (-roq, -lash, -la)ib qolganda kun og'ib qolgan edi. (Tohir Malik)

176-mashq. -la qo'shimchasi yordamida yasalgan fe'llarni jadvalga joylashtiring, ularning yasalishini izohlab, gaplar tuzing.

Tuzlamoq, dodlamoq, yangilamoq, tezlamoq, voyvoylamoq, yaxshilamoq, varaqlamoq, to'g'rilamoq, sekinlamoq, ho'plamoq, qishlamoq.

|  |  |  |  |
| --- | --- | --- | --- |
| Otdan yacalgan fe'llar | Sifatdan yasalg in fe'llar | Ravishdan yasalgan fe'llar | Undov va taqlid so'zdan yasalgan fe'llar |
|  |  |  |  |

177-mashq. Quyidagi qo'shimchalar yordamida fe'llar yasang va ular ishtirokida gaplar tuzib, yozing: -i, -y, -ilia, -la, -lan, -lash, -sira.

Namuna: boy+i, tinch+i.

Maktabimiz muzeyi yangi eksponatlar bilan boyitildi.

niashq. Gaplarni ko'chiring. Fe'l yasovchi qo'shimchalarni aniqlab, ularga izoh bering.

1. Bularning ichida bitta kattasi bor ekan. Bizga yaqinlashmadi. (Ertakdan) 2. Shundan so'ng To'maris qo'shin to'plab, jangga otlandi. (Mirkarim Osim) 3. Gapirganda ovozi xuddi ichidan chiqqan- day guldirab, jaranglab eshtiladi. (X. To'xtaboyev) 4. Qizlar o'zaro sekin suhbatlashib turishardi. (Oybek)

**V.MUSTAHKAMLASH**

1.So'z yasalishi deganda nimani tushunasiz?

2.Fe'llar qaysi qo'shimchalar yordamida yasaladi?

3.Taqlid so'zlardan qaysi qo'shimchalar yordamida fe'l yasaladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Yiltiradi, keltiradi, suvsiradi, kulimsiradi, suvsa, borsa so'zlarini qismlarga ajrating, fe'l yasovchi va shakl yasovchi qo'shimchalarni izohlang, ular ishtirokida gaplar tuzing.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: AYRIM FE'L YASOVCHI QO'SHIMCHALAR

IMLOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.So'z yasalishi deganda nimani tushunasiz?

2.Fe'llar qaysi qo'shimchalar yordamida yasaladi?

3.Taqlid so'zlardan qaysi qo'shimchalar yordamida fe'l yasaladi?

**III. YANGI MAVZU BAYONI.**

AYRIM FE'L YASOVCHIQO'SHIMCHALAR IMLOSI

topshiriq. Berilgan so'zlarni tarkibiy qismlarga ajrating.

O'yna, qiyna, sana, yasha, ata, pasay, susay.

to p s h i r i q. Yuqoridagi so'zlarda yasovchi qo'shimcha qo'shilgandan so'ng asosda qanday o'zgarish ro'y berganligini ayting.

topshiriq. Berilgan so'zlarning qanday talaffuz qilinishi va im­losiga e'tibor bering.

Gurulla, g'uvulla, uvulla.

BILIB OLING. Fe'l yasovchi -a qo'shimchasi o'yin, qiyin kabi ikki bo'g'inli so'zlarga qo'shilganda bu so'zlarning ikkinchi bo'g'inidagi / unlisi talaffuzda tushib qoladi va shunday yoziladi.

Fe'l yasovchi -ay qo'shimchasi past, sust so'zlariga qo'shilganda bu so'zlar oxiridagi t talaffuzda tushib qoladi va shunday yoziladi.

-ilia qo'shimchasi tarkibida u unlisi yo v undoshi bo'lgan bir bo'g'inli so'zlarga qo'shilganda -ulla tarzida aytiladi va shu holda yoziladi.

mashq. Gaplarni ko'chiring. -ilia qo'shimchasining aytilishi va yozilishiga diqqat qiling.

1. Yuragim hayajondan gupullab uradi. (Said Ahmad) 2. Pastda esa odamni oqizadigan katta suv xarsanglarga bosh urib shovullab

oqyapti. (P. Qodirov) 3. Hamma yoq jim. Faqat pashsha g'ing'illaydi, bemor inqillaydi. (Abdulla Qahhor) 4. Mahallamizdagi o'rtoqlarim ham otlarini lo'killatib kelib qoldilar. (Abdulla Qodiriy)

181-mashq. Yasama fe'llarni toping, ularni asos va qo'shimchalarga ajrating. Asosda sodir bo'layotgan tovush o'zgarishlarini belgilang.

Hovlining yarmigacha ariq tortib ekilgan qulupnay pushtalari orasida suv yaltiraydi.

Ichkarida chaqaloq yig'ladi. Beshikning g'ichirlagani eshitildi. Bola xuddi shuni kutib turganday, battar yig'lay boshladi.

Shokarim uxladimi, yo'qmi, bilolmadi. Bir mahal bola yig'ladimi yo tashqarida shamolning guvullashi aralash dahshatli bir faryod qulog'iga kirdimi, anglay olmay qoldi. (O'. Hoshimov)

182-mashq. Ajratib ko'rsatilgan fe'llarni asos va qo'shimchalarga ajra­ting. Fe'l yasovchi qo'shimchalarning aytilishi va yozilishiga diqqat qiling.

Devor bo'ylab yuksalgan daraxtlarning tepasida yirik-yirik oshqovoqlar quyoshning so'nggi shu'lalari bilan oltinlanardi. Komila bir chekkada g'uj-g'uj ochilgan atirgulni hidlab, oshxonaga qaytdi, chaqqonlik bilan sabzi to'g'rayotgan Sharofatbibi yonida u-bu to'g'risida gaplashdi...

Dalada mashinalar ko'paymoqda. O'g'it solishni ham mashi- naga yukladik. Dehqonchilik mashinalari yana-yana yaxshilanaverdi. (Oybek)

**V.MUSTAHKAMLASH**

1.Qaysi qo'shimchalar qo'shilganda asosda tovush o'zgarishi yuz beradi?

2.-ilia qo'shimchasining aytilishi va imlosi haqida gapirib bering.

3.-y qo'shimchasi qaysi so'zlarga qo'shilganda tovushlar tushirib qoldiriladi?

4.-a qo'shimchasi qaysi so'zlarga qo'shilganda asosda tovush o'zgarishi bo'ladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

183-mashq. Uyga vazifa. Quyidagi fe'llarni ikki guruhga ajratib yozing. Birinchi guruhga -la, ikkinchi guruhga -ilia qo'shimchasi yordamida yasal­gan fe'llarni kiriting, ularning aytilishi va yozilishiga diqqat qiling.

Taraqlamoq, shovullamoq, qitirlamoq, sharaqlamoq, chiyil- lamoq, charaqlamoq, uvullamoq, qarsillamoq, chirsillamoq, hayhaylamoq.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: FE'LLARNING TUZILISHIGA KO'RA

TURLARI. SODDA FE'LLAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Qaysi qo'shimchalar qo'shilganda asosda tovush o'zgarishi yuz beradi?

2.-ilia qo'shimchasining aytilishi va imlosi haqida gapirib bering.

3.-y qo'shimchasi qaysi so'zlarga qo'shilganda tovushlar tushirib qoldiriladi?

4.-a qo'shimchasi qaysi so'zlarga qo'shilganda asosda tovush o'zgarishi bo'ladi?

**III. YANGI MAVZU BAYONI.**

FE'LLARNING TUZILISHIGA KO'RA

TURLARI. SODDA FE'LLAR

topshiriq. Berilgan fe'llarni solishtiring, farqlarini ayting.

Topib olmoq, toshmoq, oqmoq, uxlab qolmoq, bayon qil- moq, yurmoq, sakramoq, tortib olmoq.

to p s h i r i q. Tasdiqlamoq — tasdiq etmoq, ko 'maklashmoq — ko 'mak bermoq fe'llarini qiyoslab, farqli tomonlarini toping.

BILIB OLING. Fe'llar tuzilishiga ko'ra uch xil bo'ladi: a) sodda fe'llar; b) qo'shma fe'llar; d) juft fe'llar.

Sodda fe'llar bir asosdan tarkib topadi. Sodda tub fe'llar asos holatida isli-harakat va holatni anglatadi. Masalan: qurmoq, yurmoq, ketmoq.

Sodda yasama fe'llar so'z yasovchi qo'shimchalar yor­damida boshqa so'z turkumlaridan yasaladi: shod — shodlan- moq, yangi — yangilamoq, gap — gapirmoq, guv — guvullamoq, tez — tezlamoq.

mashq. Gaplarni ko'chiring. Sodda fe'llarni tub va yasama fe'llarga ajrating.

Kunlardan bir kuni Durroj: «Men tuzoqqa tushdim!» — deb sherni aldadi. Sher o'zining aldanganini bilib: «Meni aldamagil, yolg'onchidan el nafratlanadi», desa ham, Durroj quloq solmas, yolg'onchilikni, aldashni qo'ymas edi. Bir kuni Durroj tuzoqqa ilindi va: «Meni tutib oldilar!» deb qattiq qichqirdi. Sher: «Bu gal ham Durroj meni aldayapti», deb qutqarishga bormadi. (Alisher Navoiy)

Ko'rdingizmi, bolalar! Durroj yolg'on so'zlagani, noto'g'ri gapirgani uchun tuzoqqa tushdi.

mashq. Quyidagi fe'llarni ikki guruhga bo'lib ko'chiring. Birinchi guruhga sodda tub, ikkinchi guruhga sodda yasama fe'llarni kiriting.

Bilmoq, eslamoq, qutlamoq, ta'sirlanmoq, qo'ymoq, yo'l- lamoq, suvsiramoq, tashlanmoq, g'ichirlamoq, achchiqlanmoq.

186-mashq. Sodda yasama fe'llarni aniqlang, ularning yasalishini tushuntiring.

1. Ko'klam. Butun mavjudot qaytadan yasharmoqda. (Mir- temir) 2. Xadichaning uzunchoq saig'ish yuzi qizardi. (O'. Hoshimov) 3. Usta temirni chog'ga solib bolg'alaydi, cho'zadi, yassilay- di, yana olovga soladi. (Oybek) 4. Bir-birimiz bilan tezda eski qadr- donlardek suhbatlashdik. (G'afur G'ulom) 5. Mirtursun Xalifaning terakzoriga yaqinlashgach, u qadamini sekinlatdi. (X. Sultonov)

**V.MUSTAHKAMLASH**

1. Fe'llar tuzilishiga ko'ra necha xil bo'ladi?

2. Sodda tub fe'llarga ta'rif bering.

3. Sodda yasama fe'llarga misollar keltiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Ko'chiring. Sodda fe'llarni topib, tagiga chizing.

1. Peshonangiz devorga qarsillab urilgandan keyin esingiz kiradi. Sizni ko'p laqillatishdi. (Said Ahmad) 2. Nihoyat, ko'prik ortda qoldi, guvullash tindi. (P. Qodirov) 3. Izg'irindan ko'zlar yoshlandi, oyoq ostidagi qor g'irchillaydi. (O. Yoqubov) 4. Chollar kulgudan qotib qoldilar, ularning burishgan yuzlari ruhlanib, ko'zlarini kulgu namladi. (Oybek) 5. Dunyoda pok odamlar qan- chalik ko'paysa, nopok odamlar shunchalik kamayadi. (X. Sultonov)

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: QO'SHMA FE'LLAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Fe'llar tuzilishiga ko'ra necha xil bo'ladi?

2. Sodda tub fe'llarga ta'rif bering.

3. Sodda yasama fe'llarga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

QO'SHMA FE'LLAR

topshiriq.Yangilamoq va yangi bo'lmoq fe'llarini bir-biriga so- lishtiring, ular o'rtasidagi farqlarni ayting.

topshiriq. Onam bilan miriqib suhbatlashdim gapi tarkibidagi fe'lni suhbai qurdim shakliga o'zgartiring. Buning gap ma'nosiga ta'sir qilishi yoki qilmasligi to'g'risida o'ylab ko'ring.

BILIB OLING. Birdan ortiq asosdan tashkil topib, asoslar orasiga boshqa qo'shimchalarni qo'shib bo'lmaydigan, bitta so'roqqa javob bo'luvchi fe'llar qo'shma fe'llar sanala­di. Masalan: sayr etmoq, taq etmoq, olib kelmoq, bunyod qilmoq.

ESDA SAQLANG. Qo'shma fe'llar ot, sifat, son, ol- mosh, undov va taqlid so'zlarga qil, et, bo 7 singari so'zlarni, fe'l shakllariga kelmoq, ketmoq singari fe'llarni qo'shish bilan hosil bo'ladi. Masalan: tarbiya qilmoq, eski bo'lmoq, bir bo'lmoq, chirs etmoq, kirib chiqmoq, sotib olmoq kabi.

Qo'shma fe'llarning har ikkala qismi o'zining lug'aviy ma'nosini saqlagan bo'ladi.

Masalan: borib keldi (ham bordi,ham keldi), ikkinchi qismi o'z ma'nosida qo'llanilmaganda ko'makchi fe'lli so'z shakli hosil bo'lladi. Masalan: o'qib chiqdi (o'qidi, lekin chiqmadi, balkl o'qishni tamomladi, tugatdi).

Qo'shma fe'l qismlari ajratib yoziladi.

mashq. Qo'shma fe'llarni topib, ularning yasalishini tushuntiring.

1. Xamir yaxshi qorilsa, barakasi ham yaxshi bo'ladi,—dedi Matqovul. (Mirzakalon Ismoiliy) 2. Hakim bobo har bir niholni parvarish qilardi. (Sh. Rashidov) 3. Shunday o'ylasangiz, yang- lishasiz,—deb e'tiroz bildirdi Abdukarim. (I. Abdurahmonov)

4. Oygul turishi bilan

Saroy charaqlab ketdi.

Hamma yoq bo'lib ravshan,

Uylar yaraqlab ketdi. (Hamid Olimjon)

mashq. Qo'shma fe'llarni va ko'makchi fe'lli so'z qo'shilmalarini topib, ularning yasalishini izohlang.

...Choyxonachi yoshi elliklardan oshib qolgan bo'lsa ham xuddi o'smirlarday yengil qadam tashlardi, yugurib-yelardi. So'ridagi eskiroq ko'rpachani darrov yig'ishtirib olib, supirib, ko'z ochib yumguncha yangi yakandoz to'shab, joy soldi. Choyxonachi pat- nisda non bilan qand-qurs, kabobpaz kabob olib keldi. (Yo'ldosh Sulaymon)

**V.MUSTAHKAMLASH**

1.Qo'shma fe'llar deb nimaga aytiladi?

2.Qo'shma fe'llar qanday yasaladi?

3.Qo'shma fe'llarning imlosi haqida so'zlab bering.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «0'zbekona urf-odatlar» mavzusida matn tuzing va unda qo'shma fe'llardan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: JUFT FE'LLAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Qo'shma fe'llar deb nimaga aytiladi?

2.Qo'shma fe'llar qanday yasaladi?

3.Qo'shma fe'llarning imlosi haqida so'zlab bering.

**III. YANGI MAVZU BAYONI.**

JUFT FE'LLAR

Topshiriq. Berilgan fe'llarning sodda fe'llardan farqini ayting va imlosini tushuntiring.

Oldi-qo'ydi, ketdi-qoldi, yozdi-qo'ydi, sindi-qoldi.

BILIB OLING. Ikki fe'l juftligidan tashkll topgan, bitta so'roqqa javob bo'luvchi va gapda bitta gap bo'lagi vazifasida keluvchi fe'llar juft fe'llar sanaladi.

Juft fe'llar ish-harakatning tez va kutilmaganda ro'y berishini ifodalaydi.

Juft fe'l qismlari doimo chiziqcha bilan yoziladi.

Oldi-berdi, bordi-keldi kabi juft so'zlar ot turkumiga o'tgan so'zlar hisoblanadi.

Asosni takrorlash bilan hosil bo'lgan juft fe'llar takroriy fe'llar ham deyiladi. Takroriy fe'l qismlari ham chiziqcha bilan yoziladi: ishlay-ishlay, kuta-kuta, o'yladi-o'yladi kabi.

191-mashq. Juft fe'llarni aniqlang, ularning ma'nosi va imlosini izohlang. Gaplarni ko'chirib yozing.

1. Qayerga qadami tegsa, u yerni birpasda saranjom qiladi- qo'yadi,—deb o'yladi ichida O'ktam. (Oybek) 2. U soy yoqalab yotqizilgan omonat toshlardan sakrab-hakkalab, ohista yurib kelardi. (X. Sultonov) 3. Ana, hech narsa bo'lmagandek, yayrab- quvnab,ochilib-sochilib yurishibdi. (Erkin A'zam) 4. Oyim to'yxonaga chiqdi-yu, yelib-yugurib xizmat qilib ketaverdi. (O'. Hoshimov) 5. O'qituvchilarimning oldiga shartta kiraman-da, konspekt daftarini olib, o'sha yerda ko'chiraman-qo'yaman. (X. To'xtaboyev)

192-mashq. Berilgan fe'llarni jadvalga joylashtiring va ular ishtirokida og'zaki gaplar tuzing.

Urindi-turtindi, bahslashmoq, bahs yuritmoq, haydamoq, so'radi-qo'ydi, shitirlamoq, havas qilmoq, qochdi-ketdi, ishladi- qo'ydi, yordam bermoq.

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| Sodda fe'llar | Qo'shma fe'llar | Juft fe'llar |
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193-mashq. Fe'llarning tuzilishiga ko'ra turlarini aniqlang, juft fe'llarni ajratib ko'chiring, ularga izoh bering.

1. Yosh Hakima boshqa o'rtoqlaridan qolmaslik uchun qizarib- bo'zarib ishlaydi, yuzidan quyilgan terni artishga qizg'anadi. (Oy­bek) 2. Men shu Vatan qo'ynida undim-osdim. 3. Kelganimga bir hafta bo'ldimi-bo'lmadimi, bilmadim, uning to'g'risidagi hammagaplarni bilib oldim. (O'. Umarbekov) 4. Bu niyatni Mohlaroyim ham qo'llab-quwatlar edi. (Mirza Karim) 5. Nabira ko'rgach, omonatini osongina topshirdi-ketdi. (E. Madrahimov)

**V.MUSTAHKAMLASH**

1.Juft fe'llar deb nimaga aytiladi?

2.Juft fe'llarning imlosi haqida so'zlab bering.

3.Takroriy fe'llarga misollar keltiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

194-mashq. Uyga vazifa. «Kuch birlikda» mavzusida matn tuzing, Unda juft fe'llardan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: MUSTAHKAMLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Juft fe'llar deb nimaga aytiladi?

2.Juft fe'llarning imlosi haqida so'zlab bering.

3.Takroriy fe'llarga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

MUSTAHKAMLASH

topshiriq. Gaplarni ko'chiring, sodda, qo'shma va juft fe'llarni aniqlang.

1. Xolasinikida qandaydir bir mehmondorchilik o'tkaziladigan bo'ldi-yu, hammamiz o'sha yerga otlandik. (E. Usmonov) 2. Uning chehrasi ko'zimga tanishdek ko'rindi. Kimgadir o'xshaydi, lekin kimga? Eslolmadim. (S. Anorboyev) 3. O'yladi-o'yladi, lekin o'yining oxiriga yetolmadi. (N. Fozilov) 4. Choi unga yaqinlashib salom berdi. Qiz loqaydgina alik oldi. (F. Musajonov) 5. Nogoh entikdi-yu, egildi kamon. O'q uchdi belgisiz yoqlarga tomon. Keksa otasining qaddin dol etib. Ketib borar edi farzand shu zamon. (A. Oripov) 6. Yurib-yurib, oxiri yolg'iz bir uychaga duch keldi. (Ertakdan)

topshiriq. Gaplarni o'qib, ular tarkibidagi sodda fe'llardan qo'shma va juft fe'llar hosil qiling.

Namuna: so'radi — so'rab surishtirdi.

1. Men ham qiziqib bolaning yoniga bordim. Bolakay cho'chib tushdi. {Sh. Xolmirzayev) 2. Haydar ota yo'lakda kampiriga yo'liqdi. Kampir imo bilan Asrorqulni so'radi. (Abdulla Qahhor) 3. Go'yo har bir shox, har bir yaproq tagiga yashirinib olgan bulbullar tobora avjga chiqar, boshqa hamma qushlar ovozini bosib, yayrab- yayrab, to'lib-toshib sayrashardi. (O. Yoqubov) 4. Boshqalar ham bosh tebratib, bu fikrga qo'shildilar. (Cho'lpon) 5. Omon dastur- xonni yig'ishtirdi. (G'afur G'ulom)

to p s h i r i q. Quyidagi sodda fe'llarni qo'shma fe'llarga aylantiring, ular ishtirokida gaplar tuzing.

Sergaklanmoq, rivojlanmoq, moylamoq, jimimoq, susay- moq, qo'llamoq, chirqillamoq, xavotirlanmoq.

Nam una: sergaklanmoq — sergak bo'lmoq. Hamma narsadan ogoh va sergak bo'lishimiz kerak.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

to p s h i r i q. Uyga vazifa. Quyidagi fe'llar ishtirokida gaplar tuzing.

Changimoq, changitib yubormoq; toshmoq, qaynamoq-tosh- moq; imzolamoq, imzo qo'ymoq.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: FE'LNING MA'NOVIY GURUHLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

FE'LNING MA'NOVIY GURUHLARI

T o p s h i r i q. Berilgan fe'llarni quyida ko'rsatilgan ma'no guruhlariga ajrating.

Gapirmoq, pichirlamoq, yozmoq, o'qimoq, ijod qilmoq, kes- moq, ekmoq, termoq, yurmoq, yugurmoq, qaramoq, nazar tash­lamoq, boqmoq, isitmalamoq.

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| Nutqiy faoliyat fe'Ilari | Aqliy faoliyat fe'Ilari | Jismoniy faoliyat fe'Ilari | Holat fe'Ilari |
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BILIB OLING. Fe'llar qanday harakat-holatni ifo- dalashiga ko'ra nutqiy faoliyat fe'Ilari, aqliy faoliyat fe'Ilari, jismoniy faoliyat fe'Ilari, holat fe'Ilari kabi ma'no guruhla­riga ajraladi.

195-mashq. Matnni o'qing, holat fe'llarini topib, ko'chiring va ularni izohlang.

Qobil bobo yalang bosh, yalang oyoq, yaktakchan og'il eshigi yonida turib dag'-dag' titraydi, tizzalari bukilib-bukilib ketadi, ko'zlari jovdiraydi, hammaga qaraydi, ammo hech kimni ko'rmaydi.

Xotinlar o'g'rini qarg'aydi, it huradi, tovuqlar qaqalaydi. Kimdir shunday kichkina teshikdan ho'kiz sig'ishiga aql ishonmasligi to'g'risida kishilarga gap ma'qullaydi. (Abdulla Qahhor)

196-mashq. Quyidagi fe'llarni jadvalga joylashtiring va ular ishtirokida og'zaki gaplar tuzing.

Chaqirmoq, qimirlatmoq, fahmlamoq, xo'rsinmoq, kiyin- tirmoq, o'rtoqlashmoq, sevinib ketmoq, tushuntirmoq, fikrla- moq, kutmoq, jilmaymoq, burilmoq, ko'tarmoq, ovqatlanmoq, g'izillamoq, tekislamoq, parvarishlamoq, duduqlanmoq.

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| Nutqiy faoliyat fe'Ilari | Aqliy faoliyat fe'Ilari | Jismoniy faoliyat fe'Ilari | Holat fe'Ilari |
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mashq. Matnni ko'chiring, fe'llarning ma'no guruhlarini aniq­lang.

1. Otam so'zimni eshitdi: yelkasi osha qaradi-da: —Ha! — deb to'ng'illab qo'ydi. (Sh. Xolmirzayev) 2. Dadam har kuni ishga ketishda ham, ishdan qaytib kelib ham uni qo'liga olar, suyar, chug'urlatar, gaplariga, qiliqlariga zavq qilib kular edi. (Abdulla Qahhor) 3. Men ular bilan to'rt marta gaplashdim. (P. Qodirov) 4. Mirhaydar ota, sizga bir arzim bor,— murojaat etdi birdan jonlanib O'ktam. (Oybek)

**V.MUSTAHKAMLASH**

1.Jismoniy faoliyat fe'Ilari deb nimaga aytiladi?

2.Aqliy faoliyat fe'llariga misollar keltiring.

3.Nutqiy faoliyat fe'llariga misollar ayting.

4.Holat fe'Ilari deb nimaga aytiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Uyimizga mehmon keldi» mavzusida matn tuzing, unda fe'lning ma'no guruhlaridan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: FE'LLARNING MUNOSABAT SHAKLLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Jismoniy faoliyat fe'Ilari deb nimaga aytiladi?

2.Aqliy faoliyat fe'llariga misollar keltiring.

3.Nutqiy faoliyat fe'llariga misollar ayting.

4.Holat fe'Ilari deb nimaga aytiladi?

**III. YANGI MAVZU BAYONI.**

FE'LLARNING MUNOSABAT

SHAKLLARI

topshiriq. Berilgan fe'llarni tarkibiy qismlarga ajrating.

O'yladim, ko'rding, yozdi, chiqsin.

topshiriq. Fe'lning asos qismiga qo'shilgan qo'shimchalarning vazifalarini ayting.

BILIB OLING. Fe'l asoslariga qo'shilib, gapda kesim vazifasida qo'llanilishiga xoslovchi shakllar fe'llarning muno- sabat shakllari hisoblanadi.

Fe'llarning zamon, mayl, shaxs-son qo'shimchalari munosabat shakllari sanaladi. Bu shakllarga ega bo'lgan har qanday fe'l gapda kesim vazifasida keladi. Yuqoridagi ma'no va shakllardan xoli bo'lgan fe'l asosi fe'lning noaniq shakli hisoblanadi va bu shakl -moq qo'shimchasi yordamida ifo- dalanadi.

mashq. Fe'lning quyidagi noaniq shakllarini zamon bildiruvchi shakllariga aylantiring.

Eshitilmoq, o'lchamoq, kesmoq, toshmoq.

mashq. Matnni o'qing, fe'llarni tarkibiy qismlarga ajrating. Asosga qo'shilib kelayotgan munosabat shakllarini izohlang. Fe'llarning noaniq shaklini belgilang.

Mirsodiq ko'chaning ikki betidagi turnaqator fonarlar nurida eron gilamidek tovlanib yotgan bu gullarga suq bilan tikilib borar ekan, bir shoxi singan na'matakka ko'zi tushib qoldi. Qaysi bag'ritosh sindirdi ekan? U yaqinroq kelib qaradi, yo'q, sinibdi- yu, uzilmabdi. Quyoshga tomon bo'y cho'zib qaddini rostlab bor- yapti. Mirsodiq jilmayib qo'ydi. U, albatta, o'sadi, ulg'ayadi. U ochgan gullarining muattar hidi kishilar chehrasiga tabassum, shodlik baxsh etadi, qalblarini ravshan qiladi. Hayot qonuni shun­day! (O'. Umarbekov)

mashq. Ko'paydilar, qilmaslar, saqlaning, topdik, keltirishdi, ketishmoqda fe'llarini tarkibiy qismlariga ajrating. Munosabat bildiruv­chi qo'shimchalarni aniqlang va bu qo'shimchalarni olgan so'zlar ishtirokida gaplar tuzing.

**V.MUSTAHKAMLASH**

1.Fe'lning noaniq shakli deb nimaga aytiladi?

2.Fe'lning munosabat shakllari haqida so'zlab bering.

3.Fe'lning noaniq shakliga munosabat shakllari qanday qo'shiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Urinmoq, isbotlanmoq, orz.u qilmoq, ruhlanmoq, yurmoq fe'llarining munosabat shakllarini yasang va ular ishtirokida gaplar tuzing.**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: FE'LLARNING ZAMON SHAKLLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Fe'lning noaniq shakli deb nimaga aytiladi?

2.Fe'lning munosabat shakllari haqida so'zlab bering.

3.Fe'lning noaniq shakliga munosabat shakllari qanday qo'shiladi?

**III. YANGI MAVZU BAYONI.**

FE'LLARNING ZAMON SHAKLLARI

topshiriq. Berilgan so'zlarni tarkibiy qismlarga ajrating.

Keldi, kelyapti, keladi.

topshiriq. Fe'l asoslariga qo'shilgan qo'shimchalarning ma'nolarini ayting.

BILIB OLING. Fe'l asosida ifodalangan harakat- holatning uch zamondan birida sodir bo'lishini bildiruvchi shakllar zamon shakllari sanaladi.

Fe'l uchta zamon shakllariga ega: o'tgan zamon, hozirgi zamon, kelasi zamon.

mashq. Matnni o'qing, fe'llarning qaysi zamon shaklida kelayotganini aniqlang.

O'ktam supaga o'tirdi. Mevalari tim qora, olmaday oluhirot novdasi egilib, uning boshiga tegay-tegay deb turardi. Keng hov- lining yarmini qoplagan baland so'rilardan husaynilar, dilkaptar- lar va boshqa rang-barang uzumlar tovlanib, g'uj-g'uj osilgan.

Tokni boplagan ekansiz, — dedi O'ktam.

Be!— qo'lini siltab dedi Mirqodir, — O'zbekistonda necha- necha yuz xil uzum bor. Yana tajriba yo'li bilan har yili yangi navlarini yetishtiryaptilar... (Oybek)

mashq. Quyidagi fe'llarni jadvalga joylashtiring. Ular ishtirokida gaplar tuzing.

Hayqirar edi, kuylamoqchi, yayradi, qo'ndi, qichqirmoqda, to'lib-toshdi, qoplagandi, yig'lamoqchi, ichyapti, adashib qoldi, yozar edi, yurdik, qarayapmiz.

|  |  |  |
| --- | --- | --- |
| O'tgan zamon fe'Ilari | Hozirgi zamon fe'Ilari | Kelasi zamon fe'Ilari |
|  |  |  |

**V.MUSTAHKAMLASH**

1.Zamon shakllari deb nimaga aytiladi?

2.Fe'l zamonlari necha xil bo'ladi?

3.-di, -yapti, -moqchi qo'shimchalari yordamida qaysi zamon shakllari yasaladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

205-mashq. Uyga vazifa. «Mening bobom» mavzusida matn tuzing. Unda ishlatilgan fe'llarning zamonini belgilang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

***Mavzu***: O'TGAN ZAMON SHAKLLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Zamon shakllari deb nimaga aytiladi?

2.Fe'l zamonlari necha xil bo'ladi?

3.-di, -yapti, -moqchi qo'shimchalari yordamida qaysi zamon shakllari yasaladi?

**III. YANGI MAVZU BAYONI.**

O'TGAN ZAMON SHAKLLARI

topshiriq. Berilgan fe'llarni tarkibiy qismlariga ajrating.

Aytibdi, aytdi, aytgan, aytgan ekan, aytgan edi, aytgan emish.

topshiriq.Yuqoridagi fe'l asoslariga qo'shilgan qo'shimchalarning nimasi bilan umumiyligi va nimasi bilan farqlanishini ayting.

BILIB OLING. O'tgan zamon shakllari harakat va holatning gap aytilayotgan vaqtdan oldin bo'lganini bildi­radi.

Bu zamon shakllari fe'l asoslariga -di, ~(i)b, -gan (-kan, -qan) qo'shimchalarini va ulardan so'ng shaxs-son qo'shimchalarini qo'shish bilan hosil qilinadi.

mashq. Gaplarni ko'chiring. O'tgan zamon fe'llarini toping, ularni hozirgi zamon va kelasi zamon fe'llariga aylantirishga urinib ko'ring.

1. Qizlar to'da-to'da bo'lib lapar aytishdi. (N. Safarov) 2. SINFLAR UCHUN rahbarimiz Hasan aka menga bildirmay G'anini uyga yuboribdilar. (M.A'zamov) 3. Aka-ukalar to'qayda bo'ri, to'ng'iz, tulkilar ko'p bo'lishini eshitishgan edi. (X To'xtaboyev) 4. Mana bu shotutni bobosi ekkan ekan. (Sh. Otaboyev) 5. Ho' so'ridagi cholni ko'rdinglarmi, yonidagi chollarga Navoiy g'azallarini o'qib berib o'tiribdi. (S. Anorboyev)

mashq. Gaplarni o'qing. Nuqtalar o'rniga o'tgan zamon fe'llarini yasovchi qo'shimchalardan mosini qo'yib, ko'chiring.

1. Atrof ko'm-ko'k bo'lib, yo'l chetida qoqigullar, lolalar, chuchmomalar qiyg'os ochilib yotar... (N. Fozilov) 2. Men juda quvondim: mana, endi o'sib ham qol...m, yoshim o'n to'rtga kir..., odamlar menga ishonadigan bo'lib qol..., deb ich-ichimdan sevin...m. (G'afur G'ulom) 3. Men tez-tez Toshkentga kelib tur...man (O'. Umarbekov) 4. Bolakay tog'lar orasida yashovchi cho'pon tog'asini juda yaxshi ko'rar... (A. Ko'chimov)

**V.MUSTAHKAMLASH**

1.O'tgan zamon fe'Ilari deb nimaga aytiladi?

2.O'tgan zamon fe'Ilari qanday qo'shimchalar yordamida yasa­ladi?

3.O'tgan zamon fe'llariga shaxs-son qo'shimchalari qay tarzda qo'shiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

208-mashq. Uyga vazifa. She'rni yod oling, unda ishlatilgan fe'llarni topib, o'tgan zamon shakliga aylantiring.

Tongda turib eng awal Oyijonim quchaman. So'ngra: «Salom, hayot!»— deb Derazamni ochaman.

Derazamni ochmasam, Quyosh xafa bo'ladi. «Uyquchi», deb men bilan O'rtoq bo'lmay qo'yadi.

(A. Karimov)

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: O'TGAN ZAMON SHAKLLARINING

YASALISHI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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'Ilari deb nimaga aytiladi?

2.O'tgan zamon fe'Ilari qanday qo'shimchalar yordamida yasa­ladi?

3.O'tgan zamon fe'llariga shaxs-son qo'shimchalari qay tarzda qo'shiladi?

**III. YANGI MAVZU BAYONI.**

O'TGAN ZAMON SHAKLLARININGYASALISHI

BILIB OLING. -di qo'shimchasi bilan yasalgan o'tgan zamon shakli so'zlovchining bevosita o'zi ko'rgan harakat va holatni bildiradi. Bu qo'shimchadan so'ng shaxs- son qo'shimchasining -m, -k (qoldim, qoldik), -ng, -ngiz (iqolding, qoldingiz) shakllari qo'Ilaniladi.

(i)b qo'shimchasi bilan yasalgan o'tgan zamon shakli ilgari ro'y bergan harakat va holatning so'zlovchi tomo- nidan eshitib bilganini ifodalaydi va bu qo'shimchadan so'ng shaxs-son qo'shimchasining -man, -miz, -san, -siz, -di(-lar) shakllari qo'shiladi.

-gan qo'shimchasi bilan yasalgan o'tgan zamon shakli harakat va holatning ilgariroq bajarilganini bildiradi va bu qo'shimchadan so'ng shaxs-son qo'shimchasining -man, -miz; -san, -siz shakllari qo'shiladi.

209-mashq. Topishmoqlarning javoblarini toping. O'tgan zamon fe'llarining yasalishini izohlang.

1. Oq yer ochdim, qora bug'doy sochdim. 2. O'zi qator joylashgan, bir-biriga boylangan, bir-birini kuzatar, behisob nur uzatar. 3. Mixlangan qulog'idan, suv quyar oyog'idan. 4. Ko'k ko'ylakka g'o'za yoydim.

210-mashq. Ko'chiring. O'tgan zamonni hosil qiluvchi qo'shim­chalarning tagiga chizing.

Men iljayib turaverdim. U ovutib turgan ukamni qo'ydi-da, qo'g'irchoqlarining oldiga yugurib ketdi. Men ham «lip» etib

hujraga kirib, ho'qachadan yog' o'yib oldim. U yerdan chiqib o'tinxonaga kirdim. Kulrang tovug'im, qarasam, piyozdan qilingan moyak ustida tug'ib o'tirar edi. Sekin borib, qanotini ko'tarib boqsam, allaqachon tug'ib bo'lgan ekan, lekin onalik mehri bilan tuxumni bosib yotar ekan. U tuxumni oldim. Tovuq qaqalab qochdi. (G'afiir G'ulom)

**V.MUSTAHKAMLASH**

1.-di qo'shimchasi yordamida o'tgan zamon fe'llarini yasang.

2.(i)b qo'shimchasi yordamida o'tgan zamon fe'llarini hosil qiling.

3.-gan, (-kan, -qan) yordamida o'tgan zamon fe'llarini yasang.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

211-mashq. Uyga vazifa. «Uy ishlarida onamga yordam berdim» mavzusida matn tuzing. Unda o'tgan zamon fe'llaridan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: O'TGAN ZAMON SHAKLLARIDA TO'LIQSIZ FE'LNING ISHLATILISHI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.-di qo'shimchasi yordamida o'tgan zamon fe'llarini yasang.

2.(i)b qo'shimchasi yordamida o'tgan zamon fe'llarini hosil qiling.

3.-gan, (-kan, -qan) yordamida o'tgan zamon fe'llarini yasang.

**III. YANGI MAVZU BAYONI.**

O'TGAN ZAMON SHAKLLARIDA TO'LIQSIZ

FE'LNING ISHLATILISHI

topshiriq. Berilgan fe'llar tarkibidagi ajratilgan qismlarning fe'l asosida ifodalangan harakatga qanday ma'no yuklayotganiga e'tibor bering.

Tergan, tergan ekan, tergan emish, tergan edi, terayotgan ekan, terayotgan emish, terayotgan edi.

topshiriq. Ularning talaffuzi va imlosi haqida fikr yuriting.

BILIB OLING. Edi, emish, ekan fe'Ilari to'Iiqsiz fe'llar sanaladi. Bu fe'llar yetakchi fe'lning zamon shakllaridan so'ng keladi, shaxs-son qo'shimchalari to'Iiqsiz fe'lga qo'shiladi: kelgan ekansan (eding, emishsan), kelayotgan ekansan {eding, emishsan).

Edi, emish, ekan to'Iiqsiz fe'Ilari -di, -mish, -kan shak­lida ham qoilaniladi. Masalan: horgandi, borganmish, ke- larkan.

212-mashq. Berilgan gaplardagi o'tgan zamon ma'nosini ifodalagan to'Iiqsiz fe'llarni toping.

1. O'sha kuni u rost gapirgan edi. (Omon Muxtor) 2. Gum- bazdagi chiroyli qandilda turli xil shamlar yonib turgan emish. 3. U kelinning og'zidan gapini uzib olganday tez-tez gapirar emish. (Cho'lpon) 4. Maxdum oilasini ham kiyim-kechak vajidan o'zi kabi tutar edi. (Abdulla Qodiriy)

mashq. Berilgan gaplarda o'tgan zamon ma'nosini ifodalayotgat to'Iiqsiz fe'llarni topib, tahlil qiling.

1. Shunaqa, singlim, odam yig'lab-yig'lab marza olsa, kulib kulib sug'orar ekan. (P. Qodirov) 2. Qushlar hech nima ko'rma- ganday basma-bas sayrar edi. (P. Qodirov) 3. Agar u sal shaddod, sal sho'xroq, sal quvnoqroq bo'lsa, Haydar qaytaga xursand bo'lar edi. (O. Yoqubov) 4. Ora-chora serkaning qo'ng'irog'i jiringlab qo'yar edi. (Said Ahmad) 5. Boshlangan ishni chala tashlab qo'yar emish. (Omon Muxtor)

**V.MUSTAHKAMLASH**

1.Edi, ekan, emish to'Iiqsiz fe'Ilari ishtirokida gaplar tuzing va zamonini belgilang.

2.Bu to'Iiqsiz fe'llarning qanday so'zlarga qo'shilishini ayting.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Kiyinish madaniyati» mavzusida bog'lanishli matn tuzing. Unda to'Iiqsiz fe'llardan foydalaning. Ular qaysi zamon ma'nosini ifodalayotganligini ayting.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: HOZIRGI ZAMON SHAKLIARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Edi, ekan, emish to'Iiqsiz fe'Ilari ishtirokida gaplar tuzing va zamonini belgilang.

2.Bu to'Iiqsiz fe'llarning qanday so'zlarga qo'shilishini ayting.

**III. YANGI MAVZU BAYONI.**

HOZIRGI ZAMON SHAKLIARI

topshiriq. Berilgan so'zlarni tarkibiy qismlarga ajrating.

So'zlayapti, yotmoqda, kelayotir, borayotibman.

topshiriq. -yap, -moqda, -(a)yotir, -(a) yotib qo'shimchalari fe'lning asos qismidan anglashilgan harakatining qaysi zamonga man- subligini ifodalashini aniqlang.

BILIB OLING. Hozirgi zamon shakllari fe'l asosla­riga -yap, -moqda, -(a)yotir, (a)yotib qo'shimchalarini qo'shish bilan hosil qilinadi. Hozirgi zamon shakllari harakat va holatning gap aytilayotgan vaqtda yuz berishini ifodalaydi. Shaxs-son qo'shimchalari zamon qo'shimchalaridan so'ng qo'shiladi.

215-mashq. Berilgan gaplarda hozirgi zamon ma'nosini ifodalagan fe'llarni topib, tarkibiy qismlarga ajrating.

1. Sen ko'rmayapsan, oshna, oy botib, yulduzlar birin-ketin so'nib boryapti. (O. Yoqubov). 2. O'qishlar boshlanib, o'quvchilarham maktabga kelyapti. («Gulxan») 3. Yo'llarning chekkasidagi gullar barchaga salom berayotir. («G'uncha») 4. Ko'chadagi shamchiroqlar xira-xira shu'la sochmoqda. (Tog'ay Murod) 5. Hozir dolzarb payt, barcha yeng shimarib ishlamoqda. (Tog'ay Murod)

mashq. Gaplardagi hozirgi zamon fe'lini toping.

1. Juda chiroyli muomala qilyapsiz. (P. Qodirov) 2. Hozir yomg'ir yog'ayotir, shuning uchun yo'lga chiqish mumkin emas. (Asqad Muxtor) 3. Hozir ko'nglimga qil sig'mayapti, keyinroq gapirarsiz. (Said Ahmad) 4. Maktabda kulgi kechasi o'tkazilyapti. («Gulxan») 5. Ko'chaga chiqayotib, orqasiga bir qarab qo'ydi. (Omon Muxtor)

**V.MUSTAHKAMLASH**

1.Hozirgi zamon fe'Ilari deb qanday fe'llarga aytiladi?

2.Hozirgi zamon fe'Ilari qanday qo'shimchalar yordamida yasa­ladi?

3.Turmoq, yugurmoq fe'llarining hozirgi zamon shakllarini hosil qiling.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. -yap, -moqda, -(a)yotir, -(a)yotib qo'shimchalari yordamida hozirgi zamon shakllarini yasang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: HOZIRGI ZAMON SHAKLLARINING TALAFFUZI VA IMLOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Hozirgi zamon fe'Ilari deb qanday fe'llarga aytiladi?

2.Hozirgi zamon fe'Ilari qanday qo'shimchalar yordamida yasa­ladi?

3.Turmoq, yugurmoq fe'llarining hozirgi zamon shakllarini hosil qiling.

**III. YANGI MAVZU BAYONI.**

HOZIRGI ZAMON SHAKLLARINING

TALAFFUZI VA IMLOSI

topshiriq. Berilgan fe'llar qatoridan hozirgi zamon shakllarini ajrating.

Tinglagan, tinglayapti, tinglamoqda, tinglayotir, tinglayotib- di, yurgan, yuryapti, yurmoqda, yurayotir, yurayotibdi.

topshiriq. Yuqoridagi fe'Uarda qaysi holatda -yotir, -yotibdi; qaysi holatda -ayotir, -ayotibdi shakllari qo'llanilishini ayting.

BILIB OLING. -yotir, -yotib shakllari unli bilan tu­gagan fe'l asoslariga, -ayotir, -ayotib shakllari esa undosh bilan tugagan fe'l asoslariga qo'shiladi.

-yap shakli undosh bilan tugagan fe'l asoslariga qo'shilib, -ayap holida talaffuz qilinsa ham, -yap yoziladi.

218-mashq. Matnni o'qing. Fe'llarni aniqlab, ularni daftaringizga ko'chiring, qaysi zamon shaklida ekanligini ayting.Ra 'no uyda biror ish qilishi kerak bo'lsa, oyisining buyrug'ini kutib turmay bajaraverar ekan. Bir kuni u ertalab turib, kechasi ko'rgan tushini oyisiga aytibdi:

Tushimda menga yo'l-yo'l chit ko'ylak olib kelyapsiz.

Yaxshi tush ko'ribsan, — dedi oyisi. — Demak, uyga meh- mon kelayotir.

Bu gapni eshitgan Ra'no darrov o'rnidan turib eshikka chiqdi. Oyisi qarasa, u hovliga suv sepmoqda, hovli supurmoqda. (Aziz Adburazzoq)

mashq. Quyida berilgan fe'l asoslariga -yapti, -yotir, -moqda qo'shimchalarini qo'shing. Ularning talaffuzi va imlosini tushuntiring.

Kel, uxla, o'qi, tur, o'tir, yoz, to'xta, ishla, ye, qo'y.

mashq. Berilgan gaplardagi fe'llarning yozilishi va aytilishini izohlang.

1. Yomg'ir tobora kuchayib borayotir. (Oybek). 2. Majnuntol suvga egilib, salom berayotir. (Oybek) 3. Shamol kuchayib, daraxt- larning shoxlarini egib borayotir. (Omon Muxtor) 4. Barglar sarg'ayib to'kilmoqda.

**V.MUSTAHKAMLASH**

1.Unli bilan tugagan fe'l asoslaridan hozirgi zamon shaklini yasang.

2. Undosh bilan tugagan fe'l asoslaridan hozirgi zamon shaklini hosil qiling.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Sport — sog'lik garovi» mavzusida bog'lanishli matn tuzing. Undagi fe'llarning yozilishi va talaffuzini tushuntiring.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: KELASI ZAMON SHAKLLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Unli bilan tugagan fe'l asoslaridan hozirgi zamon shaklini yasang.

2. Undosh bilan tugagan fe'l asoslaridan hozirgi zamon shaklini hosil qiling.

**III. YANGI MAVZU BAYONI.**

KELASI ZAMON SHAKLLARI

topshiriq. Berilgan fe'llaidagi zamonni bildiruvchi qo'shim­chalarni aniqlang.

O'tiraman, o'tiryapsan, o'tiradi; yashayman, yashayapman, yashayotir; izlarman, izlayapman, izlar; toparman, topyapsan, topar.

topshiriq. Kelasi zamon qo'shimchalarini toping.

topshiriq. Kelasi zamonni bildiruvchi -a, -y qo'shimchalarining qo'llanilish o'rinlarini ayting.

BILIB OLING. Kelasi zamon shakllari harakat yoki holatning gap aytilayotgan vaqtdan so'ng yuz berishini bildiradi.

Bu zamon shakllari fe'l asoslariga -a, -y, ~(a)r qo'shimchalarini va shaxs-son qo'shimchalarini qo'shish bi­lan hosil qilinadi.

Bu shakllar ba'zan harakatning doimiy, har uch za­monga oidligini ham ifodalaydi. Masalan: Akam kollejda o 'qiydi.

ESDA SAQLANG. Undosh bilan tugagan fe'l asos­lariga kelasi zamonning -a, -ar, unli bilan tugagan fe'l asoslariga -y, -r, bo'lishsiz fe'l shakllariga esa -s qo'shimchasi qo'shiladi. ~(a)r shakli kelasi zamonni gumon, taxmin yo'li bilan ifodalaydi.

mashq. Berilgan gaplardagi fe'llarni toping. Kelasi zamon ma'nosini ifodalayotgan qo'shimchalarni aniqlang.

1. Daryoning suvi ko'paysa, baliqlarning chiqishi oson bo'ladi. (Said Ahmad) 2. Kunlarning sanog'in bilmay qolasan. (Omon Mux- tor) 3. Maktabga boray, Siz aytgan narsani topay, keyin aytaman. («G'uncha») 4. Dalaga suv chiqaraman, ekinlar gurkirab, yashnab ketadi. (Said Ahmad) 5. Ertaga mashina kelar, kelmasa, yo'lga chiqmayman. (Omon Muxtor)

mashq. Berilgan gaplardan kelasi zamon ma'nosini bildirgan fe'llarni topib, tahlil qiling.

1. Har holda menga o'xshagan o'yinqaroq bolalar uchun bu yerda ermak topiladi. (G'afur G'ulom) 2. Sen choyni jindek qo'yib turib, chala qoldirgan yerlaringni supuratur, kelib qolar. (Cho'lpon) 3. Qushlar sovuq tushishi bilan issiq o'lkalarga uchib ketadi. 4. Ba- horning iliq kunlarida dam olishga boraman. ( U. Hamdam) 6. Mix bolg'adan qutulaman deb, taxtaga kirib ketdi. (Asqad Muxtor)

224-mashq. Kelasi va hozirgi zamon shaklidagi fe'llar ishtirok etgan 3 ta gap tuzing. Ularning farqini tushuntiring. Qanday qo'shilmalar orqali hosil bo'lganligini yodda tuting.

**V.MUSTAHKAMLASH**

1.Kelasi zamon deb nimaga aytiladi?

2.Kelasi zamon fe'Ilari qaysi qo'shimchalar yordamida yasa­ladi?

3.Kelasi zamon fe'l shakllarining hozirgi zamon ma'nosini ifodalashiga misollar keltiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Odob — oltindan qimmat» mavzusida matn tuzing. Unda ishtirok etgan fe'llarning qaysi zamondaligini tushuntiring.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: MAYL SHAKLLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Kelasi zamon deb nimaga aytiladi?

2.Kelasi zamon fe'Ilari qaysi qo'shimchalar yordamida yasa­ladi?

3.Kelasi zamon fe'l shakllarining hozirgi zamon ma'nosini ifodalashiga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

MAYL SHAKLLARI

1-topshiriq. Berilgan fe'llarni xabar, buyruq-istak, shart ma'nolarini ifodalovchi guruhlarga ajrating.

O'ynadim, o'yna, o'ynayapman, o'ynaylik, o'ynagin, o'ynama, o'ynasam, o'ynasang, o'ynasa edi.

2-topshiriq. Berilgan fe'llarni tarkibiy qismlarga ajrating. Buyruq- istak va shart ma'nolarini bildiruvchi qo'shimchalarni aniqlang.

Aytdim, ayting, aytay, aytsin, aytsam, aytsang, aytsa.

BILIB OLING. Fe'l ifodalagan harakat-holat haqidagi xabar, buyruq-istak, shart ma'nolarini ifodalovchi fe'l shakl­lari mayl shakllari sanaladi. Fe'llarning uchta mayl shakli mayjud: 1) xabar mayli; 2) buyruq-istak mayli; 3) shart mayli.

mashq. Fe'llarni toping, qaysi mayldaligini aniqlang.

1. Awallari yashash uchun yozdim, endi yozish uchun yasha- yapman. 2. Inson qanchalik uzoq yashasa, yana shuncha ko'proq yashagasi keladi. 3. Qarilikdan qo'rqma, unga hali yetish kerak. 4. O'n olti asr oldin toshga o'yib bitilgan O'rxun bitiklarini o'qing. (Asqad Muxtor)

mashq. «Onalarni e'zozlang» mavzusida bog'lanishli matn tuzing. Unda ishtirok etgan fe'llarning qaysi mayldaligini ayting.

mashq. Berilgan gaplardagi fe'llarni toping va qaysi mayldaligini aniqlang.

1. Zebi yuragida tugilib yotgan zo'r tugunni yechib yuborgan edi. (Cho'lpon) 2. Koyima, qizim, —dedi ona, — o'rtog'ingni quruq jo'natmaymiz. (Cho'lpon) 3. Puch yong'oq bilan qo'yin to'lg'azma. (Maqol) 4. To'qlikda ochlikni o'yla, boyiganda muhtoj- likni. (Maqol) 5,Odamlar seni bilmasa ham, sen odamlarni bil. (Asqad Muxtor)

**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

229-mashq. Uyga vazifa. «Tog'da» mavzusida bog'lanishli matn tuzing. Unda ishtirok etgan fe'llarning mayllarini aniqlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUN ONA TILI**

**FANI**

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

***Mavzu***: TAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

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**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

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**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: XABAR MAYLI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

XABAR MAYLI

topshiriq. Berilgan fe'llarni tarkibiy qismlarga ajrating.

Gullagan, yashnamoqda, o'ylashdi, o'ynamayman.

topshiriq. Yuqoridagi fe'llar tarkibidagi nisbat, bo'lishli- bo'lishsizlik, zamon, shaxs-son qo'shimchalarini aniqlang.

BILIB OLING. Harakat va holatning bajarilishi yoki hajarilmasligi haqidagi xabar, darakni bildiruvchi fe'l shakli xabar mayli shakli hisoblanadi. Bu mayl fe'l asosiga zamon va shaxs-son qo'shimchalarini qo'shish orqali ifodalanadi.

230-mashq. O'qing. Xabar maylidagi fe'llarni aniqlab, daftaringizga ko'chiring. Ularning qanday zamon shaklida ekanligini ayting.

Nima deysan, ey g'ayur inson?

G'iybatlaring qildi meni qon.

Sen ham bir kun o'tarsan, inon,

Mehr qolur, muhabbat qolur. (Muhammad Yusuf)

231-mashq. Berilgan gaplardagi fe'llarni tarkibiy qismlarga ajrating. Har bir qismni tahlil qiling.

1. Bola chaqqonlik bilan o'zini suvga otdi. (S. Mengnorov) 2. Ishyoqmaslarning idorama-idora yurib arz qilishdan boshqa ishi yo'q. (P. Qodirov) 3. Kabob uchun shahardan zira-piralarni ham olib chiqib qo'ydik. (P. Qodirov) 4. Otasi Qo'qonning Madalixon madrasasida bir necha yillar mudarris bo'lib ishlagan. (Abdulla Qodiriy) 5. Cho'pon gapiradi, xotini aytadi, o'g'li chaqiradi. (Sh. Xolmirzayev) 5. Kunduzi bo'lishiga qaramay, birdan hamma yoq qop-qorong'i bo'lib ketdi. ( P. Qodirov)

232-mashq. Berilgan gaplardagi xabar mayli shaklidagi fe'llarni tahlil qiling.

1. Nigoraning qop-qora ko'zlari doimo chaqnab turadi, lablari- dan tabassum arimaydi. (A. Azimova) 2. Mashina to'xtar-to'xtamas yerga sakradi. (P. Qodirov) 3. Qurilish hovlisiga chang-to'zon ko'tarib «Zil>> mashinasi kirib keldi. (O'. Hoshimov) 4. Bu gapni eshitib, Bahromning ko'zi charaqlab ochilib ketdi. (X. To'xtaboyev)

**V.MUSTAHKAMLASH**

1.Xabar mayli deb nimaga aytiladi?

2.Xabar maylidagi fe'llarga misollar keltiring.

3.Ishlamoq, yopmoq, qurmoq fe'llarining xabar maylidagi shakl­larini yasang.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Ovqatlanish odobi» mavzusida matn tuzing. Unda xabar maylidagi fe'l shakllaridan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: BUYRUQ-ISTAK MAYLI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Xabar mayli deb nimaga aytiladi?

2.Xabar maylidagi fe'llarga misollar keltiring.

3.Ishlamoq, yopmoq, qurmoq fe'llarining xabar maylidagi shakl­larini yasang.

**III. YANGI MAVZU BAYONI.**

BUYRUQ-ISTAK MAYLI

topshiriq. Berilgan gap tarkibidagi fe'llarni aniqlang. Ularni tarkibiy qismlarga ajrating.

Suhbat aylaylik, kelinglar, jo'ralar, o'rtog'lar. (Muqimiy)

topshiriq. Bu fe'llardagi buyruq-istak ma'nosi qaysi qo'shim­chalarni qo'shish yo'li bilan hosil bo'lgan?

BILIB OLING. Harakat va holatni bajarish yoki ba- jarmaslik haqidagi buyruq, istak, iltimos, maslahat ma'nolarini bildirgan fe'l shakli buyruq-istak mayli shakli sanaladi.

Buyruq-istak mayli shakllari fe'l asoslariga quyidagi qo'shimchalarni qo'shish yo'li bilan hosil qilinadi: ~(a)y, ~(a)yin, -gin (-kin, -qin), ~(i)ng, -sin, ~(a)ylik, ~(i)nglar.

mashq. Berilgan gaplardagi fe'llarni topib, tarkibiy qismlarga ajra­ting. Qaysi mayl shaklida ekanligini va ularning qanday qo'shimchalar yordamida hosil bo'lganini ayting.

1. Ovqatni yedig-u, meni uyqu bosdi: — Dada, keling, ux- laylik. (Olmos) 2. Qani endi, hamma ham shunday g'alabalarga erishsa. (Abdulla Qahhor) 3. Koshki edi, o'sha tog'ga men ham borsam. (Abdulla Qahhor) 4. Kel, do'stim, yuragimni senga ochay. (Said Ahmad) 5. Hayot saboqlarini o'rgangin, chunki hayotni o'rganish zarur. (Omon Muxtor)

mashq. Berilgan gaplardagi fe'llarning qaysi mayl shaklida ekan­ligini va ularning qanday qo'shimchalar yordamida hosil bo'lganini ayting.

1. Ikkalang ham og'zingni ochmay, jim o'tirgin. (Cho'lpon) 2. Qani, qo'lni bering, bir tabriklab qo'yay,—dedi zavqi oshib.

(X. To'xtaboyev) 3.Yaxshilik qilsang, oxirigacha yaxshilik qilgin, zinhor minnat qilma. (Said Ahmad) 4. Kun bo'yi g'aflat bosib uxlama, sergak bo'l. (Omon Muxtor) 5. Qo'lingni ochiq tutgin, boshingni g'oz tut. (Said Ahmad)

mashq. Buyruq-istak maylini hosil qilgan qo'shimchalarni to­ping. Qanday ma'noda qo'llanganligini tushuntiring.

1. Sinamagan otning sirtidan o'tma. (Maqol) 2. Akangni cha- qir, bugungi faoliyati uchun javob bersin. (Omon Muxtor) 3. Odam- larni chaqiringlar, ekinzorlarni ko'rib qo'ysin. (Said Ahmad) 4. Lola- zorga chiqaylik. (I. To'lakov)

**V.MUSTAHKAMLASH**

1.Buyruq-istak mayli deb nimaga aytiladi?

2.Buyruq-istak mayli qaysi qo'shimchalar yordamida hosil qi­linadi?

3.Buyruq-istak maylidagi fe'llarga misollar keltiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Qishda» mavzusida bog'lanishli matn tuzing. Unda buyruq-istak maylidagi fe'llar ishtirok etsin. Ularning ma'nolarini tushuntirib berishga harakat qiling.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: II SHAXS BUYRUQ-ISTAK MAYLI

QO'SHIMCHALARINING QO'LLANILISHI VA MA'NOLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Buyruq-istak mayli deb nimaga aytiladi?

2.Buyruq-istak mayli qaysi qo'shimchalar yordamida hosil qi­linadi?

3.Buyruq-istak maylidagi fe'llarga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

II SHAXS BUYRUQ-ISTAK MAYLI QO'SHIMCHALARININGQO'LLANILISHI VA MA'NOLARI

topshiriq. Buyruq-istak ma'noli fe'llarni ajratib yozing.

Pishdi, topshirmoqda, uch, uching, ko'r, ko'rgin, o'tir, o'tiring, o'tiringlar.

topshiriq. Ko'r bilan ko'rgin o'rtasidagi o'xshashlikni izohlang.

BILIB OLING. Fe'lning zamon, shaxs-son qo'shim- chalarisiz qismi II shaxs buyruq-istak maylini ifodalaydi. Bu qismga buyruq-istak ma'nosini kuchaytirish uchun -gin qo'shimchasini qo'shish ham mumkin, shuning uchun bu ikki shakl ma'nodosh sanaladi.

mashq. Berilgan uch qatordagi fe'l shakllari o'rtasidagi ma'no farqini aniqlang.

|  |  |  |
| --- | --- | --- |
| Kel | keling | kelinglar |
| Ol | oling | olinglar |
| Ot | oting | otinglar |

mashq. Berilgan gaplardagi fe'llarni topib, tarkibiy qismlarga ajrating.

1. Hali dalada boshlangan gapni davom ettiraylik. (Oybek) 2. O'rtoqjonlar, qani, tezlataylik. Shu bugundan qolmasin. (Rah- mat Fayziy) 3. Ufqlarda sayr etgin mudom, Quyosh kelib suvga cho'kkanda. (Hamid Olimjon) 4. Dasta-dasta gullar keltirsin, Sho'x va quvnoq do'stlarga buyur. (Hamid Olimjon) 5. Do'stlar, ishonch bilan kutingiz bizni, hech qachon bizlardan umid uzmangiz. (Uyg'un)

mashq. Buyruq-istak mayli shaklidagi fe'llar ishtirokida gaplar tuzib, undagi fe'llarni tarkibiy qismlarga ajrating va qanday ma'nolarda qo'llanganini ayting.

mashq. Berilgan gaplarda buyruq-istak maylidagi fe'llarning qan­day ma'noda qoilanilganini tushuntiring.

1. Uyiga javob beraylik, o'n besh-yigirma kunga borib kelsin. (Asqad Muxtor) 2. Qog'ozlarga keraksiz narsalarni yozma, isrof qilsang, zor bo'lasan. (Asqad Muxtor) 3. Yozning issiq kunlari g'animat ekanligini esdan chiqarmanglar. (Uyg'un) 4.0'qiylik, do'stlar, o'qishning qadriga yetaylik, savodsizlik gumrohlik ekan­ligini tushunib yetaylik. (Omon Muxtor) 5. Sen ham sezgandirsan, tezroq gapir. (Cho'lpon)

**V.MUSTAHKAMLASH**

1.Boringiz, boring fe'Ilari ishtirokida gaplar tuzning va ular o'rtasidagi farqlarni ayting.

2..II-shaxs buyruq-istak maylidagi fe'llarga misollar keltiring.

3..Hurmat ma'nosini bildiruvchi II shaxs buyruq-istak mayli­dagi fe'llar ishtirokida gaplar tuzing.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. «Suv — hayot manbai» mavzusida bog'lanishli matn tuzing. Unda ishtirok etgan fe'llarning mayllarini aniqlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: MUSTAHKAMLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

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***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Boringiz, boring fe'Ilari ishtirokida gaplar tuzning va ular o'rtasidagi farqlarni ayting.

2..II-shaxs buyruq-istak maylidagi fe'llarga misollar keltiring.

3..Hurmat ma'nosini bildiruvchi II shaxs buyruq-istak mayli­dagi fe'llar ishtirokida gaplar tuzing.

**III. YANGI MAVZU BAYONI.**

MUSTAHKAMLASH

1-topshiriq. Matnni o'qing, ajratib ko'rsatilgan so'zlarning qaysi zamon shaklida ekanini aniqlang.

Labihovuzning bahorini ko'rganmisiz? Yo'qsa, so'ylab be- rayin. Buxoroga bahor erta keladi. Ilk bahor kunlaridanoq quyosh kiftni kuydiradi, mitti yaproqlardagi bo'yoqlarni shimiradi, binolardevori kun-bakun oqara boradi. Shamol xuddi kuzdagidek chang-u g'uborni qo'zg'ab, telbalarcha har yon yuguradi. O'riklar oppoq gullaydi, akatsiyalar o'z shoxlarini bezaydi... (Omon Muxtor)

2-topshiriq. 1-topshiriqda berilgan fe'llarning asoslariga -yapti, -yotir, -moqda qo'shimchalarini qo'shing, ular ishtirokida gaplar tuzing.

topshiriq. Berilgan so'zlar ichidan o'tgan zamon fe'llarini ajra­tib oling va ular ishtirokida gaplar tuzing.

Ko'rgan ekan, ko'ribdi, ko'ryapman, ko'rishmoqchi, ko'r- moqchi edim, ko'rar ekan, ko'rajakman, ko'ryapmiz, ko'r- moqchiman, ko'rdik, ko'rdingmi, ko'ryapsiz.

topshiriq. Kirmoq, bermoq, kelmoq, oqarmoq, yetmoq, gulla- moq, bezamoq, gapirmoq fe'llarini har uchala zamon shaklida qo'llang va ular ishtirokida gaplar tuzing.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. 1-topshiriqdagi matn ichida berilgan fe'llarning kelasi zamon shakllarini toping va ular ishtirokida gaplar tuzing.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: SHART MAYLI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

SHART MAYLI

topshiriq. Gaplardagi fe'llarni tarkibiy qismlarga ajrating.

Olim bo'lsang, olam seniki. (Maqol) Aytsam, tilim kuyadi, aytmasam, dilim.

topshiriq. Fe'l tarkibida kelgan -sa qo'shimchasining qanday ma'no ifodalashini ayting.

BILIB OLING. Boshqa bir harakat va holatning ba- jarilishi yoki bajarilmasligi uchun shart bo'lgan harakat va holatni, shuningdek, istak-xohishni bildirgan fe'l shakli shart mayli shakli sanaladi, u -sa qo'shimchasi yordamida yasa­ladi.

243-mashq. Yusuf Xos Hojibning «Qutadg'u bilig» asaridan olingan o'gitlarni ko'chiring. Shart maylidagi fe'llarning tagiga chizing.

1. Odam qahrlansa, bilimsiz bo'ladi, jahl kelsa, aql ketadi. 2. Kimki farog'atli kunni istasa, u fe'l-atvorini sozlashi, to'g'rilik va rostlikni tanlashi lozim. 3. Botirlar qo'liga qilich tutgudek bo'lsa, yov titroqqa tushadi. 4. Tilak bilan yurilsa, yiroq yer ham yaqin bo'ladi.

BILIB OLING. Shart mayli edi, ekan to'Iiqsiz fe'Ilari bilan kelganda orzu-istak ma'nosini bildiradi. -sa edi shakli ba'zan -saydi tarzida talaffuz qilinadi va shunday yoziladi. Shart mayli shakli kerak so'zi bilan kelganda taxmin-gumon ma'nosini bildiradi.

mashq. Gaplarni o'qing. Nuqtalar o'rniga shart mayli qo'shimchasini qo'ying, so'ng unga shaxs-son qo'shimchalaridan mosini qo'shing.

1. Odam bo'laman de..., kamtarlikni odat qil. 2. Agar kishi halol mehnat qil..., u shon-shuhrat qozonadi. (Pol Lafarg) 3. Agar do'stim ko'p bo'lsin de..., hech kimga dushmanlik qilma. («Hikmatnoma»dan) 4. Ko'z yoshi to'kib ariq qazi..., kulib-kulib suv ichasan. (Maqol) 5. Yomg'ir tezroq tin... edi, suvoqni yakun- lar edik. (Yo'ldosh Sulaymon)

mashq. Maqollarni o'qing. Ulardagi mazmun haqida bahslashing. Shart maylidagi fe'llarga izoh bering.

1. Yaxshi so'z eshitmoqchi bo'lsang, yomon gap aytma. (Ar- man maqoli) 2. Boshqalarga yordam bersang, kulfat seni chetlab o'tadi. (Ozarbayjon maqoli) 3. Haqiqatni inkor etsang, o'z um- ringni qisqartirasan. (Gruzin maqoli) 4. To'g'ri bo'lsang, o'sib borib gul bo'lasan, egri bo'lsang, o'sib borib kul bo'lasan. (O'zbek maqoli) 5. To'g'ri turgan bo'lsang, soyaning egriligidan qo'rqma. (Xitoy maqoli) 6. Oz yesang, ko'p yashaysan. (Arab maqoli)

**V.MUSTAHKAMLASH**

1.Shart mayli deb nimaga aytiladi?

2.-sam, -sak, -sangiz qo'shimchalarini fe'llarga qo'shing vama'nolarini tushuntiring. 3. Termoq, gullamoq, parvarishlamoq fe'llarining shart mayli shaklini hosil qiling.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

246-mashq. Uyga vazifa. «Tabiat qo'ynida» mavzusida matn tuzing. Unda shart maylidagi fe'llardan foydalaning.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: SHAXS-SON SHAKLLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

**III. YANGI MAVZU BAYONI.**

SHAXS-SON SHAKLLARI

1-topshiriq. Berilgan so'z shakllarini tarkibiy qismlarga ajrating.

Uxladim, uxlabman, uxlayman, uxlaganman, uxlayapman, uxlading, uxlabsan, uxlaysan, uxlagansan, uxlayapsan, uxladi, uxlabdi, uxlaydi, uxlagan, uxlayapti.

2-topshiriq. -m, -ng, -ngiz; -man, -miz, -san, -siz qo'shimchalarining qanday vazifa bajarishini aniqlang.

BILIB OLING. Fe'lda ifodalangan harakat yoki holat­ning bajaruvchi shaxsini, bu shaxsning bitta yoki ko'p ekan- ligini bildiruvchi shakllar shaxs-son shakllari sanaladi.

Fe'llarning I va II shaxsi maxsus shakllar orqali ifo- dalanadi. Ill shaxsda esa zamon qo'shimchalari shaxs ma'nosini ham ifodalaydi.

ESDA SAQLANG. O'tgan zamonning -di hamda kelasi zamon shart mayli -sa shakllaridan so'ng -m, -ng, -k, -ngiz qo'shimchalari; ravishdosh, sifatdosh shakllari hamda sof fe'lning hozirgi zamon shakllaridan so'ng -man, -miz, -san, -siz qo'shimchalari qo'Uaniladi.

mashq. Berilgan fe'llarda qaysi vaqtda -m, -ng qo'shimchalari, qaysi vaqtda -man, -san qo'shimchalari qo'llanilishini aniqlang.

Boraman, o'qiyman, kelasan, ishladim, o'ynading, ketsam, o'ylasang.

mashq. Fe'l asoslariga qavs ichidagi shaxs-son qo'shimchalaridan mosini qo'yib, ko'chiring va ularni izohlang.

1. Zebi: Ana, so'roq tamom bo'l... (-gan, -di, -ib). Endi uyimni qandoq qilib topib bora... (-di, -ib, -man), — deb o'yladi. — O'tir... (-gan, -ing, -ib),— dedi sud raisi Zebiga. Zebi sekingina va ehtiyot bilan o'tir... (-gan, -di, -ib). (Cho'lpon) 2. Hazra- tim, hech bo'lmasa, Humoyunni Kobulda qoldir... (-ib, -ing, -gach). Axir, siz Hindga ketsa... (-ngiz, -gach, -ar), kimdir Ko- bulni boshqarishi kerak-ku! (P. Qodirov) 3. Men bu yo'ldan necha bor qishlog'imga o'tgan... (-man, -san, -miz), lolazorning sayriga to'ya olmay ketgan... (-man, -siz, -miz). (Mirtemir)

mashq. Fe'llarni tarkibiy qismlarga ajrating. Shaxs-son qo'­shimchalarining asosga qo'shilishiga diqqat qiling.

1. Yuringlar,—dedi kampir o'rnidan turib. Keyin mening yelkamga qoqdi. — Sen ham yur, shirin bola. (O'. Hoshimov) 2. Bir mahal charchab, suvsab, holdan toyib o'tirib qolibman.

(X. To bdaboyev) 3. O'shanda yetti yoshlarda edim. Tog'da yashardik. (Sh. Xolmirzayev) 4. To'g'ri gapirding. Yaxshi gap, diqqat-e'tibor har qanday doridan kuchli ekan. (0'. Umarbekov) 5. Imtihon ro'vxatida Odd bilan men ham bor ekanmiz. Sevindik... (N. Safarov)

**V.MUSTAHKAMLASH**

1. Shaxs-son qo'shimchalari deb nimaga aytiladi?

2.I va II shaxsni bildiruvchi shaxs-son qo'shimchalari qaysilar?

3.Ill shaxsda shaxs-son ma'nosi qanday ifodalanadi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

250-mashq. Uyga vazifa. «Men kamtarman» degan odamni kamtar ekan deb oyiamang. (Asqad Muxtor) Shu mavzuda hikoya tuzing. Fe'llardagi shaxs-son qo'shimchalarini izohlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA 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***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 nimaga aytiladi?

2.I va II shaxsni bildiruvchi shaxs-son qo'shimchalari qaysilar?

3.Ill shaxsda shaxs-son ma'nosi qanday ifodalanadi?

**III. YANGI MAVZU BAYONI.**

OT

1-topshiriq. Berilgan so'zlarni qanday so'roqqa javob bo'lishiga qarab jadvalga joylashtiring. O'zingiz ham shunday so'zlar toping.

Salima, Toshkent, chumoli, daftar.

|  |  |  |
| --- | --- | --- |
| Kim? | Nima" | Qayer? |
|  |  |  |

BILIB OLING. Shaxs, narsa ma'nolarini, shuningdek, joy nomlarini bildirib, kim? nima? qayer? so'roqlariga javob bo'ladigan so'zlar ot deyiladi.

Kim? so'rog'i shaxsni bildiruvchi so'zlarga, nima? so'rog'i narsa-buyumni bildiruvchi so'zlarga, qayer? so'rog'i joy no- mini bildiruvchi so'zlarga beriladi. Shunga ko'ra otlar shaxs otlari, narsa-buyum otlari, o'rin-joy otlariga bo'linadi.

251-mashq. Ot so'z turkumiga oid so'zlarni aniqlang, ularga so'roq berib ko'ring, ma'nolarini izohlang.

O'lmasning onasi uyda o'tiradi, do'ppi tikadi. Qizlari ham onasiga qarashadigan bo'lib qolgan. Biri igna tortadi, biri piltakach uradi, bitgan do'ppini taxtakachga bostiradi, yana biri ipak qayna- tadi, quritadi, xullas, namozgarda boshlangan do'ppi ertasiga tay- yor bo'ladi. (U. Nazarov)

252-mashq. Matnni ko'chiring, otlarni topib, so'roqlarini aniqlang.

Bahor keladi. Gul mavsumi boshlanib ketadi. Daraxtlarda gul, bolalarning do'ppilariga lolalar qistirilgan. Savatlarda uyum- uyum gunafshalar. Hamma yoq gul! Gul!.. Bahor faslining zavqi boshqacha.

Qo'qqisdan osmonni bulut qoplaydi-da, chelak-chelak suv quyadi. Ko'p yog'adi... Lahza o'tmasdan, erka quyosh jilmayib chiqib keladi. Hamma yoq yarqirab ketadi. Olmalar, giloslar, olcha- lar, shaftolilar— hammasi avji gulda. (Oybek)

**V.MUSTAHKAMLASH**

1.Ot deb nimaga aytiladi?

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

3.Ot qanday ma'no guruhlariga ajratiladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

253-mashq. Uyga vazifa. Gaplarni ko'chiring, ulardagi otlarni aniqlang, ma'nolarini izohlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: OTLARNING TUZILISHIGA KO'RA

TURLARI. SODDA OT

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.Ot qanday so'roqlarga javob bo'ladi?

3.Ot qanday ma'no guruhlariga ajratiladi?

**III. YANGI MAVZU BAYONI.**

OTLARNING TUZILISHIGA KO'RA

TURLARI. SODDA OT

Topshiriq. So'zlarni tuzilishiga ko'ra sodda, qo'shma, juft, tak­roriy otlarga ajrating.

Qo'ziqorin, achchiqtosh, uchburchak, dori-darmon, yosh- qari, qo'ni-qo'shni, daraxt, yer, osmon; non-pon, choy-poy, belkurak, belbog', tustovuq, oy, quyosh, tesha, ota-ona, aka- uka, qarindosh-urug', osh-posh, ko'z-po'z.

|  |  |  |  |
| --- | --- | --- | --- |
| Sodda otlar | Qo'shma oJar | Juft otlar | TaKroriv ouar |
|  |  |  |  |

BILIB OLING: Faqat bir asosdan tarkib topgan otlar sodda ot hisoblanadi. Masalan: uy, yer, tosh, tuz, daraxt.

Ikki va undan ortiq asosdan tarkib topgan otlar qo'shma ot sanaladi. Masalan: qo'lqop, oltingugurt, beshiktervatar.

Bir-biriga yaqin yoki qarama-qarshi ma'noli asoslardan tarkib topgan otlarga juft otlar deyiladi. Masalan: o'gil-qiz, idish-tovoq, ota-ona.

Ikkinchi qismi birinchi qismining tovush o'zgarishi asosi- dagi takroridan tarkib topgan otlar takroriy otlar sanaladi. Masalan: tuz-puz, tovoq-povoq, uy-puy.

mashq. Gaplarni o'qing, sodda, qo'shma, juft otlarni aniqlab, guruhlarga bo'lib ko'chiring.

1. Boychechakning tovlanib tuigan gulbarglari hammaning ko'nglidagi gina-adovatga barham berdi. (A. Ko 'chimov) 2. Oradan uch-to'rt kun o'tgach, dadam Qipchoqlardan hovli topib keldi. Amraam ko'rpa-yostiq, amakim qozon-tovoq, boshqa tanish-bi- lishlar choynak-piyola deganday, har kim baholi qudrat qarashib, o'sha hovliga ko'chdik. (Abdulla Qahhor) 3. Somonsuvoq qilingan tekis tomning ustiga o'rikning bir shoxi egilib turardi. (P. Qodirov) 4. Bahoroy juda go'zal, hamma fasldan o'zar. Gul-chechakdan li- bosi, yoqimlidir havosi. (M. Ibrohimova)

mashq. Uch guruhga bo'lining. Birinchi guruh sodda, ikkinchi guruh qo'shma, uchinchi guruh juft otlarga o'ntadan misol yozsin.

mashq. Matnni ko'chiring, sodda, qo'shma va juft otlarning tagiga chizing.

Bog'da zotli, asl olmalar, xilma-xil gilos-olchalar, kursillama nashvati, yumshoq xushbo'y noklar, achchiq va chuchuk tuyatish anorlar va boshqa-boshqa meva daraxtlari ko'p. Tokzorga kelsak, husayni, yakdona, shivirg'oni, charosdan boshlab tanako'zi, qorajangal, bedona kishmishga qadar turli-tuman navlar bor. (Oy­bek)

**V.MUSTAHKAMLASH**

1.Sodda otlar deb nimaga aytiladi?

2.Qo'shma otlarga misollar keltiring.

3.Juft otlar qanday hosil qilinadi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Quyidagi otlarni sodda, qo'shma, juft otlarga ajratib, guruhlab yozing.

Buloq, tokzor, ekin-tikin, to'rtburchak, dunyoqarash, yor- birodar, do'stlik, o'y-xayol, gulchambar, kurash, aql-hush, merosxo'r, bilim, gulhamishabahor, ko'klam, savdo-sotiq, oy.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: QO'SHMA OTLAR IMLOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Sodda otlar deb nimaga aytiladi?

2.Qo'shma otlarga misollar keltiring.

3.Juft otlar qanday hosil qilinadi?

**III. YANGI MAVZU BAYONI.**

QO'SHMA OTLAR IMLOSI

Topshiriq. Berilgan qo'shma otlarning qanday yozilganini ayting.

Yeryong'oq, qo'larra, qulbeor, qo'yboqar, asalari, Mingte- pa, Uchqo'rg'on, O'rta Chirchiq, Kichik Osiyo.

BILIB OLING. Quyidagi qo'shma otlar qo'shib yozi­ladi:

Ikki va undan ortiq asosdan tarkib topgan turdosh otlar har doim qo'shib yoziladi: qorbo'ron, qizilishton, ko'ksulton, kungaboqar, o'rinbosar.

Ikkinchi qismi turdosh otdan iborat bo'lgan atoqli otlar qo'shib yoziladi: Beshariq, Qorqiz, Qashqadaryo.

Ikkinchi qismi atoqli otdan iborat bo'lgan qo'shma otlar esa ajratib yoziladi: Markaziy Osiyo, Quyi Chirchiq.

mashq. Matnni ko'chiring, qo'shma otlarning imlosiga diqqat qiling.

Farg'onada bizning Oltiariqdan tashqari Uchariq, Beshariq, Qo'shariq, Oqariq, Soyariq. Jinariq, Belariq singari joylar ko'p. Shu bois oltiariqliklar biron-bir musofirni ko'rishsa: «Keling, akaxon, m?tg'ilonlikmilar?» deb so rashadi. «Yo'q», degan javobni eshitishsa, birdan hafsalalari pir bo'lib: «Unda qaysi ariqdansiz?» deyishadi. (Anvar Obidjon)

mashq. Gaplarni o'qing, qo'shma otlarni topib, ularning yasa­lishini tushuntiring.

1. Qizlar tillaqosh, bargak, zebigardon, qo'ltiqtumor, mar- jon, uzuk, bilaguzuk taqib, shoyi ko'ylak, nimcha, kamzul kiyib yasanar edilar. (N. Safarov) 2. Laylakqor urib ttirgan bir kun edi. Birdan bozorboshida dod-faryod ko'tarilib qoldi. (Abdulla Qahhor)

3. Elmurod so'rab-surishtirib, nihoyat, ko'pgina chiroqlar charaqlab turgan hovliga kirib keldi. (Parda Tursun) 4. Ariq bo'yida ha- misha, har yoz ikkita jaydari atirgul, pastda namozshomgul, gultojixo'roz, sadarayhon o'sib yotadi. (Oybek)

**V.MUSTAHKAMLASH**

1.Qo'shma otlar deb qanday otlarga aytiladi?

2.Qo'shma otlar qanday yoziladi?

3.Qanday qo'shma otlar ajratib yoziladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Gul so'zi yordamida qo'shma otlar hosil qilib, gaplar tuzing. Ularning yozilishini tushuntiring.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: JUFT VA TAKRORIY OTLAR IMLOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Qo'shma otlar deb qanday otlarga aytiladi?

2.Qo'shma otlar qanday yoziladi?

3.Qanday qo'shma otlar ajratib yoziladi?

**III. YANGI MAVZU BAYONI.**

JUFT VA TAKRORIY OTLAR IMLOSI

topshiriq. Berilgan otlarni juft va takroriy otlarga ajrating, im­losini tushuntiring.

Dori-darmon, orzu-armon, ko'rpa-to'shak, qovun-povun, uy-puy, bug'doy-mug'doy.

topshiriq. Nuqtalar o'rniga mos so'zlar qo'yib, juft va takroriy so'zlar hosil qiling, imlosini izohlang.

Ish..., ota..., aka..., opa..., ekin..., qo'y..., oshna..., qand...

BILIB OLING. Juft va takroriy otlar qismlari chi­ziqcha bilan ajratib yoziladi.

mashq. Nuqtalar o'rniga juft otlarning tegishli qismini topib qo'ying va ular ishtirokida gaplar tuzing.

Savdo-..., tevarak-..., o'y-..., huzur-..., ...-qatiq, o't-..., ko'z- ..., gap-..., hoi-..., yor-..., temir-..., rang-... .

mashq. Gaplarni ko'chiring. Juft va takroriy otlarning yasalishiga e'tibor qiling.

1. Arpa-bug'doy osh bo'ldi, oltin-kumush tosh bo'ldi, bolam! 2. Ana-mana deguncha javzak o'rik, gilos, olcha, bodring, orqama- orqa handalak, qovun-tarvuz pishib, ma'murchilik boshlanib ke- tardi. 3. Karnay-surnay, childirma-nog'ora sadolari yangraydi. 4. Barchaga barobar Navro'z bayramiga yosh-qari, ayol-erkak — hamma qatnashardi. (N. Safarov)

mashq. Juft so'zlarning imlosiga diqqat qiling va ular bildirgan ma'nolarni izohlang.

1. O'zbek oyimning orzu-havas, to'y-tomoshalarni shartta kesib qo'ygan bu uylanishga nima deyishi va qanday qarashi, albatta, ma'lum edi. (Abdulla Qodiriy) 2. U hammaning kasb-korini, qandoq ishlashini, oilasini, fe'l-atvorinigina emas, dard-hasratini, orzu- armonini, qobiliyatini, zaif tomonlarini juda ham yaxshi bilar edi. (Abdulla Qahhor). 3. Sigir-buzoqlar, ayniqsa, qo'y-qo'zi, echki- uloqlar ko'p. (Oybek) 4. Adabiyot fan-texnika inqilobi davrida ham inson bilan ish ko'rishi kerak. (Asqad Muxtor)

**V.MUSTAHKAMLASH**

l. Juft so'zlar deb nimaga aytiladi?

2.Takroriy so'zlar qanday yasaladi?

3.Juft va takroriy so'zlar qanday yoziladi?

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. Quyidagi so'zlar ishtirokida juft va takroriy so'zlar hosil qiling. Ular ishtirokida gaplar tuzing.

Uy, olma, bola, qozon, oy, yer, daryo.

N a m u n a: uy-joy. Shahrimizda bir-biridan chiroyli yangi uy-joylar qad ko'tarm

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: ATOQLI OTLARNING TURLARI VA

IMLOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

l. Juft so'zlar deb nimaga aytiladi?

2.Takroriy so'zlar qanday yasaladi?

3.Juft va takroriy so'zlar qanday yoziladi?

**III. YANGI MAVZU BAYONI.**

ATOQLI OTLARNING TURLARIVA IMLOSI

topshiriq. Shaxs, joyni bildiruvchi atoqli otlarga misollar kel­tiring.

topshiriq. Berilgan otlarni quyidagi guruhlarga bo'ling.

Jo'ra, Bekobod, Usmon Nosir, Bo'ribosar.

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| Shaxs nomla. i | O'rin-joy nomlari | Narsa nomlari |
|  |  |  |

3-t o p s h i r i q. So'zlarni ism, ota ismi, familiya, taxallus bildirishiga ko'ra guruhlang.

Toshev, Yo'ldosh o'g'li, Xorazmiy, [bn Sino, Sanobar Akbar qizi, Navoiy, Cho'lpon.

BILIB OLING. Biror shaxs, narsa yoki joyga atab qo'yilgan nomlar atoqli otlar sanaladi. Atoqli otlar nimani atab kelishiga ko'ra shaxs nomlari va joy nomlariga bo'linadi.

Kishilarning ismi, otasining ismi, familiyasi, taxallusini bildiruvchi otlar shaxs nomlari sanaladi.

ESDA TUTING. Familiyalar shaxs ismidan so'ng ota- sining ismini qoldirish (Usmon Nosir), otasining ismiga -ov(a), -yev(a) qo'shimchasini qo'shish (Erkin Vohidov) bilan ifo- dalanadi.

265-mashq. Shaxs nomlarini toping va ularni izohlang. Yana qanday mashhur allomalarni bilasiz? Shu haqda suhbatlashing.

Notiq dedi: «Taqdir shul,

Bu jahoniy iroda.

Tillar yo'qolur butkul,

Bir til qolur dunyoda».

«Ey voiz, pastga tushgin,

Bu gap chiqdi qayerdan?»

Navoiy bilan Pushkin

Turib keldi qabrdan.

Kim darg'azab, kim hayron,

Chiqib keldilar qator:

Dante, Shiller va Bayron,

Firdavsiy, Balzak, Tagor.

«Va'zingni qo'y, birodar,

Sen aytganing bo'lmaydi!»

Barcha dedi barobar:

«Ona tilim o'lmaydi».

(E. Vohidov)

266-mashq. Gaplarni ko chinng. Atoqli otlarni shaxs nomlan va joy nomlariga ajrating.

1. Yana bir necha kun turib kelmoq uchun Otabek Marg'ilonga, Hasanali ota Yusufbek hojini tinchlatish uchun Toshkentga jo'nadilar. (Abdulla Qodiriy) 2. Choi ko'zlarini qisib, kulib qo'yadi: — Yaxshi. Ma'nolik narsa. Muqimiyni ko'rganman. Xushfe'l, dono odam edi. Muqimiy — kattakon shoir. Qo'qonda turadi u kishi. (Oybek)

267-mashq. Abdu-, -qui, -berdi, -xon, -jon, -boy, -oy, -bek, -xo'ja, -bonu singari kishi nomlari ko'rsatkichlari ishtirok etgan ismlar qatorini tuzing. Ularning ismlarga qo'shilish o'rni va imlosini tushuntiring.

**V.MUSTAHKAMLASH**

1- Shaxs nomlari deb qanday otlarga aytiladi?

2. Joy nomlariga misollar keltiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

268-mashq. Uyga vazifa. Ota-onangiz, aka-ukalaringiz, opa-singilla- ringizning ismlarini yozing va ularga izoh bering.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: JOY NOMLARI VA ULARNING IM LOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1- Shaxs nomlari deb qanday otlarga aytiladi?

2. Joy nomlariga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

JOY NOMLARI VA ULARNINGIM LOSI

T o p s h i r i q. Joy nomlariga misollar yozing.

BILIB OLING. Ma'lum bir geografik hududga atab qo'yilgan nomlar joy nomlari hisoblanadi. Mamlakat, o'lka, nomlari qo'shma so'z shaklida bo'lganda tarkibidagi har bir so'z bosh harf bilan yoziladi.

ESDA TUTING. Tarkibida bo'yi, orti, oldi so'zlari ishtirok etgan joy nomlari qo'shib yoziladi.

mashq. Berilgan joy nomlarining tuzilishi va imlosini tushunti­ring.

Surxondaryo, Buloqboshi, To'rtko'l, Qorovulbozor, Amerika Qo'shma Shtatlari, Janubiy Koreya, Maijonbuloq, Jarqo'rg'on Markaziy Osiyo, O'zbekiston Respublikasi.

mashq. Gaplarni ko'chiring, joy nomlarini topib, ularning hosil bo'lishini izohlang.

1. Jiydakapa do'ppidek keladigan pastak bir tepalik ekan. (X. Sultonov) 2. Zahro «Tuproqqo'rg'on» darvozasiga yetib borgan- da, vaqt tushga yaqinlashib qolgan, kun iliq, havoda o'rik gullari chirpirar edi. (U. Nazarov) 3. Balandmachitdan o'tib, Beshyog'ochga chiqamiz. (Oybek) 4. Xatircliiga borish uchun poyezddan Zirabuloq bekatida tushiladi. (C. Salomov) 5. Qani endi, Yaypanga borsak, Qudashga borsak, Buvaydaga borsak, Oqqo'rg'onga borsak, seni ham olib boraman. (Abdulla Qahhor)

mashq. Matnni o'qing, joy nomlarini aniqlang. Ularga o'xshash boshqa misollar toping.

U vaqtda Toshkent ikkita shahardan iborat bo'lib, birini Eski shahar, ikkinchisini Yangi shahar deyishardi. Ikkalasi o'z davri- ning o'zgacha ikki dunyosi hisoblanib, ularning muayyan chegarasi ham bor edi. Ko'p sirlarning guvohi bo'lgan sirli Anhor chegara edi. Uning o'ng qirg'og'i Qo'qon xoni qurgan O'rda choyxonasidan boshlansa, chap qirg'og'i Eski shaharga qaratilgan Tuproqqo'ig'on harbiy qal'asidan boshlanardi. (Ibrohim Rahim)

272-mashq. Joy nomlarini ma'no guruhlariga ajratib jadvalga joylashtiring.

Cho'ponota, Amudaryo, Yevropa, Afrika, London, Qashqa- daryo, Dashnobod, Koson, Osiyo, Ellikqal'a, Shirmonbuloq, G'ijduvon, Tomdi, Samarqand, Beshkent, Qamashi, Surxondar- yo, Xorazm, Italiya, Uzunko'cha, Uchtepa, Naymancha, Is- paniya, Gruziya, Chorsu, Jartepa, Sariosiyo, Yaponiya, Xovos, G'azalkent, Mang'it, Xonqa, Shirmonpazlik, Temirchilik, Avs- traliya, Yangichek, O'rtasaroy.

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| Qit'a noinlari | Davlat nomlari | Shahar nomlari | Qishloq nomlari | Viloyat iiomlar, | Ti'man nomlari | Mahalla nomi an |
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273-mashq. «Bilag'onlar musobaqasi»ni o'tkazing. Buning uchun ikki guruhga bo'lining. Birinchi guruh aytgan joy nomining ikkinchi qismi keyingi guruh topadigan joy nomining birinchi qismi bo'lsin.

N a m u n a: Uchqo 'rg'on — Qo 'rg'ontepa.

**V.MUSTAHKAMLASH**

1.Joy nomlari deb nimaga aytiladi?

2.Joy nomlari qanday yoziladi?

3. Tarkibida oq va qora so'zlari ishtirok etgan joy nomlariga misollar ayting.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

274-mashq. Uyga vazifa. O'zingiz yashayotgan yerdagi joy nomlarini yozing. Ularning tarixiy shakllari ustida ham o'ylang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUN ONA TILI**

**FANI**

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

*Mavzu*: JOY NOMLARI VA ULARNING IM LOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1- Shaxs nomlari deb qanday otlarga aytiladi?

2. Joy nomlariga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

JOY NOMLARI VA ULARNING IM LOSI

T o p s h i r i q. Joy nomlariga misollar yozing.

BILIB OLING. Ma'lum bir geografik hududga atab qo'yilgan nomlar joy nomlari hisoblanadi. Mamlakat, o'lka, nomlari qo'shma so'z shaklida bo'lganda tarkibidagi har bir so'z bosh harf bilan yoziladi.

ESDA TUTING. Tarkibida bo'yi, orti, oldi so'zlari ishtirok etgan joy nomlari qo'shib yoziladi.

mashq. Berilgan joy nomlarining tuzilishi va imlosini tushunti­ring.

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mashq. Gaplarni ko'chiring, joy nomlarini topib, ularning hosil bo'lishini izohlang.

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| Qit'a noinlari | Davlat nomlari | Shahar nomlari | Qishloq nomlari | Viloyat iiomlar, | Ti'man nomlari | Mahalla nomi an |
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273-mashq. «Bilag'onlar musobaqasi»ni o'tkazing. Buning uchun ikki guruhga bo'lining. Birinchi guruh aytgan joy nomining ikkinchi qismi keyingi guruh topadigan joy nomining birinchi qismi bo'lsin.

N a m u n a: Uchqo 'rg'on — Qo 'rg'ontepa.

**V.MUSTAHKAMLASH**

1.Joy nomlari deb nimaga aytiladi?

2.Joy nomlari qanday yoziladi?

3. Tarkibida oq va qora so'zlari ishtirok etgan joy nomlariga misollar ayting.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

274-mashq. Uyga vazifa. O'zingiz yashayotgan yerdagi joy nomlarini yozing. Ularning tarixiy shakllari ustida ham o'ylang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: TASHKILOT, KORXONA, MUASSASA

NOMLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1.Joy nomlari deb nimaga aytiladi?

2.Joy nomlari qanday yoziladi?

3. Tarkibida oq va qora so'zlari ishtirok etgan joy nomlariga misollar ayting.

**III. YANGI MAVZU BAYONI.**

TASHKILOT, KORXONA, MUASSASA

NOMLARI

1-topshiriq. Berilgan otlarni jadvaldagi guruhlarga ajrating. Im­losini izohlang.

Sog'liqni saqlash vazirligi, Birlashgan Millatlar Tashkiloti, O'zbekiston Respublikasi Vazirlar Mahkamasi, O'zbekiston Oliy Majlisi, O'zbekiston Milliy universiteti, Toshkent traktor zavodi.

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| Xalqaro tashkilot nomlari | Davlat tashkiloti nomlari | Koixona nomlari | Davlat muassasasi nomlari |
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BILIB OLING. Xalqaro tashkilot, oliy davlat tash- kilotlari va mansablarining nomlari tarkibidagi har bir so'z bosh harf bilan yoziladi. Vazirliklar, idoralar, tashkilotlar va korxonalar nomi tarkibidagi birinchi so'z bosh harf bilan yoziladi.

Turli korxonalar, mahsulotlar, inshootlar, transport vosi- talari kabilarga berilgan shartli nomlar qo'shtirnoq ichida bosh harf bilan (birikmali holatlarda faqat birinchi so'z) yoziladi: «Turkiston» (saroy), «Sharq gullari» (firma).

275-inashq. Tashkilot, korxona va muassasa nomlarini jadvalga joylash- tiring va ular ishtirokida gaplar tuzing.

«Bahor» konsert zali, Xalqaro Olimpiya Qo'mitasi, Oliy xo'jalik sudi, Buxoro viloyati hokimligi, «Damas» avtomashinasi, «0'qi- tuvchi» nashriyoti, «Umid» firmasi, «Istiqbol» fermer xo'jaligi, «Malika» ishlab chiqarish birlashmasi, «Nuroniy» jamg'armasi, Samarqand chinni zavodi, Quvasoy sement zavodi, «Turkiston» saroyi, Temuriylar tarixi davlat muzeyi, Guliston davlat univer- siteti.

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| Xalqaro tashk ilot nomlan | Davlat oliy tashkiiOii va mansablan nomlari | Da\lat muassasasi nomlari | Korxona nomlari |
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mashq. Quyidagi nomlarni guruhlarga ajrating va ular o'rtasidagi farqlarni tushuntiring.

Madaniyat va sport ishlari vazirligi, O'zbekiston Respublikasi Vazirlar Mahkamasi, «Qo'shchinor» mas'uliyati cheklangan ish­lab chiqarish birlashmasi, Bulung'ur tumani hokimligi, Urganch davlat universiteti, «Lazzat» oshxonasi, «Afrosiyob» mehmon- xonasi, Toshkent agrar universiteti.

**V.MUSTAHKAMLASH**

1. Xalqaro tashkilot nomlariga misollar ayting.

2. Davlat tashkilotlarining nomlariga misollar keltiring.

3. Korxona nomlariga misollar keltiring.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

Uyga vazifa. O'zingiz yashayotgan joydagi muassasa, korxona, tashkilotlarning nomlarini yozing.**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: TARIXIY SANA VA BAYRAM NOMLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

1. Xalqaro tashkilot nomlariga misollar ayting.

2. Davlat tashkilotlarining nomlariga misollar keltiring.

3. Korxona nomlariga misollar keltiring.

**III. YANGI MAVZU BAYONI.**

TARIXIY SANA VA BAYRAM NOMLARI

Topshiriq. Qanday tarixiy sana va bayramlami bilasiz? Ularning nomini yozing va imlosini tushuntiring.

BILIB OLING. Tarixiy sana va bayramlarning nomlari I I tarkibidagi birinchi so'z bosh harf bilan yoziladi.

mashq. Gaplarni ko'chiring. Tarixiy sanalar va bayram nomlarini topib, ularga izoh bering.

1. Ramazon kirdi... Dadam meni bozorshabga olib bordi. (Ab­dulla Qahhor) 2. Aytganingiz kelsin, —dedi onamning chehrasi ochilib,— hamal-amal, o'lmagan qui bahorni ham ko'radi. Navro'z keladi... Navro'z so'zini eshitib, yuragim to'lqinlanib ketdi. (N. Safarov) 3. Yangi yilda uyimizga, baxsh etib zavq-u safo. Kirib keldi hassasini do'qillatib Qorbobo. (H. Imonberdiyev)

mashq. Bayram nomlarini o'qing. Ularning mohiyatini tushun- tirib bering.

O'zbekiston Respublikasi hududida quyidagi kunlar bayram (dam olish) kunlari deb belgilangan.

1-yanvar —Yangi yil; 8-mart — Xalqaro xotin-qizlar kuni; 21-mart — Navro'z bayrami; 9-may— Xotira va qadrlash kuni; 1-sentabr — Mustaqillik kuni; 8-dekabr — Konstitutsiya kuni; 1-oktabr —O'qituvchi va murabbiylar kuni; Ro'za hayiti; Qurbon hayiti (kunlari o'zgarib turadi).

mashq. Matnni o'qing. Mustaqillikning nima uchun bayram qilinishi haqida bahs yuriting.

Respublika Oliy Kengashining XII chaqiriq navbatdan tashqari oltinchi sessiyasida O'zbekiston Respublikasining davlat mustaqil- ligi e'lon qilindi va 1-sentabr O'zbekiston Respublikasining Mus­taqillik kuni deb e'lon qilindi. 1991-yildan boshlab bu kun mamlakatimizning bosh bayrami sifatida katta tantanalar bilan nishonlanib kelinmoqda.

O'zbekiston Respublikasida qanday kunlar bayram kunlari deb e'lon qilingan?

**V.MUSTAHKAMLASH**

1. Qanday tarixiy sanalarni bilasiz?

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

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**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUNONA TILI**

**FANI**

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

*Mavzu*: SUV HAVZALARI VA INSHOOTLARI NOMLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

**II.O`TILGAN MAVZUNI TAKRORLASH**

Qanday tarixiy sanalarni bilasiz?

**III. YANGI MAVZU BAYONI.**

SUV HAVZALARI VA INSHOOTLARINOMLARI

Topshiriq. Qanday suv havzalari (okean, dengiz, ko'l, daryo, soy, ariq, buloq) va suv inshootlari (kanal, suv omborlari, quduq) nomlarini bilasiz. Ularni daftaringizga yozing va imlosini tushuntiring.

BILIB OLING. Suv havzalari va inshootlari nomlari i 1 tarkibidagi birinchi so'z bosh harf bilan yoziladi.

mashq. Matnni o'qing. Undagi suv bilan bog'liq nomlarni topib, izohlang.

Sirdaryo yoqasidagi tog'oldi tekisliklarida bunyod bo'lgan Toshkent shahri juda qulay tabiiy muhitga egadir. Shaharning obo- donchilik sharoiti ham yaxshi. Toshkent vohasini Chirchiq daryosi suv bilan ta'minlab turadi. Shahardan oqib o'tuvchi ariq va kanal- larning hammasi Chirchiq daryosidan boshlanadi. Qorasuv, Salor, Kaykovus, Qoraqamish, Shayxontohur, Rohat, Oqqo'rg'on, Anhor shaharning qon tomirlaridir. (M. Ro'ziyeva)

mashq. Gaplarni ko'chiring. Suv bilan bog'liq nomlarning tagiga chizing va izohlang.

281 -mashq. Rasm asosida «Assalom, Navro'z!» mavzusida matn tuzing. Navro'zni sharq xalqlari qanday kutib olishi haqida so'zlab bering.

1. Kampirning o'tovi Zolariqning chap qirg'og'ida edi. (G'afur G'ulom) 2. Qorasuv kunchiqar va kunbotar tomonlari qo'shni qishloqlar bilan, kun yurish tarafi qishloq ahli Qayir deb atovchi Qoradaryo o'zani bilan tutashib ketgan katta ariq edi. (Qamchibek Kenja) 3. Qoplonbopning qoq o'rtasidan Nuqrasoy shitob bilanoqib o'tadi. (Said Ahmad) 4. Bo'ron tezda o'tib ketadi, biz Jay- hunning narigi tarafiga o'tganimizdan keyin bunaqangi yomon ofatlar bo'lmaydi. (Mirmuhsin)

284-mashq. Quyida berilgan so'zlarni jadvalga joylashtiring va ular ishtirokida gaplar tuzing.

Orol, Sangzor, Oqdaryo, Balxash, Issiqko'l, Chortoqsoy, Zarafshon, So'x, G'ovasoy, Katta Farg'ona kanali, Chordara, Chorvoq, Amu-Buxoro kanali, Qora dengiz, Tuyabo'g'iz, Shah- rixonsoy.

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| Dengiz va ko'l nomlari | Daryo nomlari | Soy nomlari | Kanal nomlari |
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mashq. Ajratib ko'rsatilgan so'zlar orqali qaysi daryolar haqida gap ketayotganini aniqlang.

1. Yoz boshlanib, Yaksart bo'yidagi o'tlar qovjiray boshladi. 2. O'sha yili Eron shohi Darayavush O'kuzdan kechib, Sug'diyani bosib oldi. (Mirkarim Osim) 3. Kir Araks daryosiga ko'prik qurish- ni buyurdi. (Darslikdan) 4. Bu jodudan ikki ko'zim, biri Sayhun, biri Jayhun. (Erkin Vohidov)

mashq. Boshqotirmaga yashiringan daryo nomlarini topib joy­lashtiring va ular haqida suhbat uyushtiring.

**V.MUSTAHKAMLASH**

1. Birinchi qismi rangni bildiruvchi daryo nomi.

2.Orolga borib quyiluvchi daryo nomi.

3.Sirdaiyoning chap irmog'i.

4.Qashqadaryo viloyati hududidan oqib o'tuvchi daryo nomi.

5.Ham daryo, ham viloyat nomini bildiruvchi so'z.

6.Daryo nomlariga misollar keltiring.

7.Buloq nomlariga misollar ayting.

8.Ko'l, okean, dengiz nomlariga misollar aytib, ularni izohlang.

**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

287-mashq. Uyga vazifa. Quyidagi savollarga geografiya fanidan olgan bilimlaringiz asosida javoblar yozing va suv bilan bog'liq nomlarni izoh­lang.

Qaysi daryo o'tmishda Jayhun, O'kuz, Oks nomlari bilan atalgan?

Respublikamiz hududidagi dengiz nima deb ataladi?

Toshkent shahri ichidan oqib o'tuvchi kanal nomini ayting.

Qoradaryo va Norinning qo'shilishidanqaysi daryo hosil bo'ladi?

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Suv havzalari va inshootlari nomlari

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

281 -mashq. Rasm asosida «Assalom, Navro'z!» mavzusida matn tuzing. Navro'zni sharq xalqlari qanday kutib olishi haqida so'zlab bering.

B) Savollar orqali

O'zbekiston Respublikasida qanday kunlar bayram kunlari deb e'lon qilingan?

2.Qanday tarixiy sanalarni bilasiz?

III.YANGI MAVZU BAYONI

Suv havzalari va inshootlari nomlari tarkibidagi birinchi so'z bosh harf bilan yoziladi.

A) mashqlar orqali

mashq. Matnni o'qing. Undagi suv bilan bog'liq nomlarni topib, izohlang.

Sirdaryo yoqasidagi tog'oldi tekisliklarida bunyod bo'lgan Toshkent shahri juda qulay tabiiy muhitga egadir. Shaharning obo- donchilik sharoiti ham yaxshi. Toshkent vohasini Chirchiq daryosi suv bilan ta'minlab turadi. Shahardan oqib o'tuvchi ariq va kanal- larning hammasi Chirchiq daryosidan boshlanadi. Qorasuv, Salor, Kaykovus, Qoraqamish, Shayxontohur, Rohat, Oqqo'rg'on, Anhor shaharning qon tomirlaridir. (M. Ro'ziyeva)

mashq. Gaplarni ko'chiring. Suv bilan bog'liq nomlarning tagiga chizing va izohlang.

1. Kampirning o'tovi Zolariqning chap qirg'og'ida edi. (G'afur G'ulom) 2. Qorasuv kunchiqar va kunbotar tomonlari qo'shni qishloqlar bilan, kun yurish tarafi qishloq ahli Qayir deb atovchi Qoradaryo o'zani bilan tutashib ketgan katta ariq edi. (Qamchibek Kenja) 3. Qoplonbopning qoq o'rtasidan Nuqrasoy shitob bilan oqib o'tadi. (Said Ahmad) 4. Bo'ron tezda o'tib ketadi, biz Jay- hunning narigi tarafiga o'tganimizdan keyin bunaqangi yomon ofatlar bo'lmaydi. (Mirmuhsin)

284-mashq. Quyida berilgan so'zlarni jadvalga joylashtiring va ular ishtirokida gaplar tuzing.

Orol, Sangzor, Oqdaryo, Balxash, Issiqko'l, Chortoqsoy, Zarafshon, So'x, G'ovasoy, Katta Farg'ona kanali, Chordara, Chorvoq, Amu-Buxoro kanali, Qora dengiz, Tuyabo'g'iz, Shah- rixonsoy.

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| Dengiz va ko'l nomlari | Daryo nomlari | Soy nomlari | Kanal nomlari |
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mashq. Ajratib ko'rsatilgan so'zlar orqali qaysi daryolar haqida gap ketayotganini aniqlang.

1. Yoz boshlanib, Yaksart bo'yidagi o'tlar qovjiray boshladi. 2. O'sha yili Eron shohi Darayavush O'kuzdan kechib, Sug'diyani bosib oldi. (Mirkarim Osim) 3. Kir Araks daryosiga ko'prik qurish- ni buyurdi. (Darslikdan) 4. Bu jodudan ikki ko'zim, biri Sayhun, biri Jayhun. (Erkin Vohidov)

286 - mashq. Boshqotirmaga yashiringan daryo nomlarini topib joy­lashtiring va ular haqida suhbat uyushtiring.

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Birinchi qismi rangni bildiruvchi daryo nomi.

Orolga borib quyiluvchi daryo nomi.

Sirdaiyoning chap irmog'i.

Qashqadaryo viloyati hududidan oqib o'tuvchi daryo nomi.

Ham daryo, ham viloyat nomini bildiruvchi so'z.

IV. MUSTAHKAMLASH

B) Savollar orqali

1. Daryo nomlariga misollar keltiring.
2. Buloq nomlariga misollar ayting.

Ko'l, okean, dengiz nomlariga misollar aytib, ularni izohlang

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

287-mashq.Uyga vazifa. Quyidagi savollarga geografiya fanidan olgan bilimlaringiz asosida javoblar yozing va suv bilan bog'liq nomlarni izoh­lang.

* 1. Qaysi daryo o'tmishda Jayhun, O'kuz, Oks nomlari bilan atalgan?
  2. Respublikamiz hududidagi dengiz nima deb ataladi?
  3. Toshkent shahri ichidan oqib o'tuvchi kanal nomini ayting.
  4. Qoradaryo va Norinning qo'shilishidan qaysi daryo hosil bo'ladi?

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Turdosh otlar

***Maqsad:***

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

287-mashq.Uyga vazifa. Quyidagi savollarga geografiya fanidan olgan bilimlaringiz asosida javoblar yozing va suv bilan bog'liq nomlarni izoh­lang.

* 1. Qaysi daryo o'tmishda Jayhun, O'kuz, Oks nomlari bilan atalgan?
  2. Respublikamiz hududidagi dengiz nima deb ataladi?
  3. Toshkent shahri ichidan oqib o'tuvchi kanal nomini ayting.
  4. Qoradaryo va Norinning qo'shilishidan qaysi daryo hosil bo'ladi?

B) Savollar orqali

1. Daryo nomlariga misollar keltiring.
2. Buloq nomlariga misollar ayting.

Ko'l, okean, dengiz nomlariga misollar aytib, ularni izohlang

III. YANGI MAVZU BAYONI

Bir turdagi shaxs, narsa, o'rin-joy,faoliyat-jarayon nomlarini bildiruvchi otlar turdosh otlar sanaladi.

A) mashqlar orqali

288-mashq. Matnni ko'chiring. Turdosh otlarni aniqlab, ularga tavsif bering.

Nurali baxshi bu tomonlarda juda mashhur edi. Tog'liklarning biron to'yi, ma'rakasi, gap-gashtagi usiz o'tmaydi. Nurali baxshi biron sabab bilan qatnasha olmagan to'ydan odamlar «Bu to'y to'y bo'lmadi», deb qaytishar edi.

Nurali baxshi etagi tizzadan yuqori olacha to'n kiygan, boshi- da ko'k salla, og'zi to'la tilla tish. Chap qo'lida ushlab kelayotgan do'mbirasining qoshiga har xil tumorlar, munchoqlar, ipak po- puklar taqilgan. (Said Ahmad)

* + 1. mashq. Gaplarni o'qing. Turdosh otlarni topib, ularni ma'no guruhlariga ajrating.

1. Shamol qorni yuz-ko'zlarga keltirib uradi. Sovuq suyak- suyaklaigacha o'tib ketayotgandek bo'ladi. (P. Qodirov). 2. Chumchuq- lar, chittaklar, to'rg'aylar, sa'valar o'z to'plari bilan vijir-vijir, chug'ur-chug'ur sayrab-kuladilar. (Abdulla Qodiriy) 3. Tong endi- endi oqara boshladi, shekilli, bitta-yarimta odam ko'rindi. (Oybek) 4. Bu qo'shiqda na nolish bor, na azob, unda yashash ishtiyoqi, pok muhabbat, bitmas-tuganmas orzu va qudrat bor edi. (O'. Umarbekov) 5. Sekin-sekin yurib, ichkari hovliga kiradigan eshikni ochdi. (Yo'ldosh Sulaymon)

* + 1. mashq. Uch guruhga bo'lining. Birinchi guruh shaxs, ikkinchi guruh narsa, uchinchi guruh o'rin-joy nomlariga o'ntadan misol yozsin. Qaysi guruh topshiriqni birinchi bo'lib bajarsa, o'sha guruh g'olib bo'ladi.

IV. MUSTAHKAMLASH

B) Savollar orqali

1.Shaxs otlari deb nimaga aytiladi?

2.Narsa otlariga misollar keltiring.

3.O'rin-joy otlariga misol ayting.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

* + 1. mashq. Uyga vazifa. «To'yda» mavzusida matn tuzing. Unda ishlatilgan turdosh otlarning ma'no guruhlarini izohlang.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **Shaxs otlari**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

A) mashqlar orqali

* + 1. mashq. Uyga vazifa. «To'yda» mavzusida matn tuzing. Unda ishlatilgan turdosh otlarning ma'no guruhlarini izohlang.

B) Savollar orqali

1.Shaxs otlari deb nimaga aytiladi?

2.Narsa otlariga misollar keltiring.

3.O'rin-joy otlariga misol ayting.

III.YANGI MAVZU BAYONI

Shaxs otlari kim? so'roq'iga javob bo'lib, shaxslarni yoshiga, yashash joyiga, mansab-unvoniga, kasb-koriga, ijtimoiy holatiga, qarindoshlik darajasiga, nasl- nasabiga ko'ra nondab keladi.

A) mashqlar orqali

* + 1. mashq. Gaplarni ko'chiring. Shaxs otlarini topib, ularni izohlang.

Bittasi toshkentlik Yusufbek hojining o'g'li Otabek! (.Abdulla Qodiriy) 2. Bahor oxirlab qolayotgan kunlarda shahzoda Abusaid qirq yigiti bilan ovga chiqdi. (P. Qodirov) 3. Dehqonchilik sirini professorlar o'rgatgan emas bizga. Paxtakorning o'z kitobi bor. Bu kitob uning ko'kragida. (Oybek) 4. Shavkat eng oldin enasi bilan quchoqlashib, xayr-xo'shlashdi. (Qamchibek Kenja)

* + 1. mashq. Matnni o'qing. Shaxs otlarini aniqlab, ularga izoh bering.

Kampir uning boshini silab, peshonasini yuziga bosib sekin

dedi:

* Qayoqlarda yurgan eding, bolaginam? Ko'zim ochiq payt- larida qayoqlarda eding, tentagim?

Tolibjonning ko'zlaridan yosh quyilib kelaverdi, quyilib kela- verdi.

Kampir uni bag'ridan bo'shatib hovli tomonga qichqirdi:

* Nima qilib turibsanlar, ayangni chaqirmaysanlarmi? Dadala- ringga xabar qilmaysanlarmi? Yugur, pochchangga chop, tog'am keldi, deb ayt.

Bir hovli bola dupur-dupur qilib to'rt tarafga yugurib ketdi. (Said Ahmad)

B) Savollar orqali

*IV. MUSTAHKAMLASH*

1.Shaxs otlari deb nimaga aytiladi?

2.-lik qo'shimchasi yordamida qanday shaxs otlari yasaladi?

3.Qarindoshchilikni va nasl-nasabni bildiruvchi shaxs otlariga misollar keltiring.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

* + 1. mashq. Ko'chiring. Shaxs otlarini topib, tagiga chizing. So'ng ularning ma'nolarini izohlang.

1. Uning yaxshi o'quvchi bo'lib, to'rtinchi sinfni «to'rt» ba- holarga yakunlayotganidan dadasi bilan onasi, buvisi ham xursand. (O. Olimov) 2. Men o'qimay turib ham, boshimda shu qadrdon qalpoqcham bor ekan, albatta, agronom ham, injener ham, artist ham bo'la olaman, deb qattiq ishonar edim. (X. To'xtaboyev) 3. Hoji buvi qo'lidan kelgancha dori-darmon qildi, keyin oyim tuzaldi. (O'. Hoshimov)**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Shaxs oti yasovchi qo'shimchalar va ularning imlosi

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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. Ko'chiring. Shaxs otlarini topib, tagiga chizing. So'ng ularning ma'nolarini izohlang.

1. Uning yaxshi o'quvchi bo'lib, to'rtinchi sinfni «to'rt» ba- holarga yakunlayotganidan dadasi bilan onasi, buvisi ham xursand. (O. Olimov) 2. Men o'qimay turib ham, boshimda shu qadrdon qalpoqcham bor ekan, albatta, agronom ham, injener ham, artist ham bo'la olaman, deb qattiq ishonar edim. (X. To'xtaboyev) 3. Hoji buvi qo'lidan kelgancha dori-darmon qildi, keyin oyim tuzaldi.(O'. Hoshimov)

B) Savollar orqali

* 1. Shaxs otlari deb nimaga aytiladi?
  2. -lik qo'shimchasi yordamida qanday shaxs otlari yasaladi?
  3. Qarindoshchilikni va nasl-nasabni bildiruvchi shaxs otlariga misollar keltiring.

III.YANGI MAVZU BAYONI

Shaxs otlarining bir guruhi asosga -chi, -soz, -kor, -xon, -dosh, -boz (-voz), -vchi, -lik qo'shimchalarini qo'shish yordamida yasaladi. -vchi qo'­shimchasi i unlisi bilan tugagan fe'llarga qo'shilganda i unlisi it shaklida, a bilan tugagan fe'llarga qo'shilgandaa unlisi oi shaklida talaffuz qilinadi va shunday yoziladi. Undosh bilan tugagan fe'llarga -uvchi shaklida qo'shiladi: quruvchi, suzuvchi.

-lik qo'shimchasi o'rin-joy bildiruvchi turdosh va atoqli otlarga qo'shilib, shaxsning shu hududga mansubligini bildiradi. Atoqli otlarga qo'shilgan -lik qo'shimchasi atoqli otni turdosh otga aylantiradi va kichik harf bilan yoziladi

A) mashqlar orqali

1. Shayxontohurda baqqollar, sartaroshlar, zargarlar juda se- rob. 2. Aravakash mo'mingina, muloyim, kamgap kishi. 3. Taqachi- lar tinmaydi. Ish ko'p. 4. Uloqchilargina emas, hatto otlar ham bu tortishuvning zavqini anglagandek, shavq bilan chopadi. 5. Jazirama oftob. Baqqollar, nosvoychilar, samovarchilar issiqdan garang. (Oy­bek)

& 296-mashq. Shaxs otlarini aniqlab, ularni tub va yasama otlarga ajrating, imlosini tushuntiring.

1. Yo'q, men zargar emasman. Zargarlik tarozisi ota meros aslida. 2. Qo'shiq aytganim faqat otamga yoqqan emish: «Qo'shiq aytolsa, demak, cho'ponlikka yaraydi»,— debdi u cho'lig'iga. 3. Ra- shidboy ertasi kuni qassobning mashinasida tog' ortiga jo'nadi.

4. Yaxshilikka yomonlik deganlari shu ekan,—bu gapini mirobga qarab aytdi. (N. Normatov)

* + - 1. mashq. Uch guruhga bo'lining. Birinchi guruh -chi, ikkinchi guruh -dosh, uchinchi guruh -shunos, -paz qo'shimchalari yordamida shaxs otlari yasasin.

B) Savollar orqali

*IV. MUSTAHKAMLASH*

1.Shaxs oti yasovchi qo'shimchalar deb nimaga aytiladi?

2.-kor, -gar, -paz qo'shimchalari yordamida shaxs otlari yasang va ular ishtirokida gaplar tuzing.

3.Eng faol shaxs oti yasavchi qo'shimchalarni sanang.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

298- mashq. «Duradgorlik (chevarchilik) ustaxonasida» mavzusida matn tuzing. Unda shaxs otlaridan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **Narsa otlari**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

298- mashq. «Duradgorlik (chevarchilik) ustaxonasida» mavzusida matn tuzing. Unda shaxs otlaridan foydalaning.

B) Savollar orqali

1.Shaxs oti yasovchi qo'shimchalar deb nimaga aytiladi?

2.-kor, -gar, -paz qo'shimchalari yordamida shaxs otlari yasang va ular ishtirokida gaplar tuzing.

3.Eng faol shaxs oti yasavchi qo'shimchalarni sanang.

III.YANGI MAVZU BAYONI

Nima? so'rog'iga javob bo'lib, jonli va jonsiz narsalarni bildirgan otlarga narsa otlari deyiladi.

A) mashqlar orqali

* + - 1. mashq. Matnni o'qing. Narsa otlarini aniqlab, ularga ta'rif bering.

Opasi savatda olma, behi, anor, nashvati olib kirib, dasturxon tuzashga tushdi. Ukasining so'rog'ini kutmay, oiladagi yangilik- lardan gapira boshladi...

«Hashtak-pashtak»ni eshitib, O'rinboyning esiga onasi tushdi. Bog'larida bir tup subhoni o'rik bo'lardi. Shu o'riklar burun- ning qoniday bo'lib qizarib pishganida onasi go'shtini danagidan bitta-bitta ajratardi-da, keyin danagini chaqib, yana go'shti orasiga tiqib juftlagach, oftobga yoyib quritardi. Qishda og'zingizga sol- sangiz, xuddi mag'izli holva yeganning savobini topardingiz... (Turg'un Po'lat)

* + - 1. mashq. Berilgan otlarni hayvon, o'simlik, oziq-ovqat, kiyim- kechak, idish-tovoq, ish qurollari, osmon jismlari kabi ma'no guruhlariga ajrating.

Arslon, boychechak, sho'rva, ko'ylak, do'ppi, bo'ri, qozon, go'sht, pichoq, qoshiq, tesha, palto, tulki, arra, bolta, chuchvara, ketmon, choynak, piyola, rayhon, yalpiz, oy, yulduz, quyosh, sher, ayiq, lola, palov, shim, cho'mich.

B) Savollar orqali

*IV. MUSTAHKAMLASH*

* + - * 1. Narsa otlari deb nimaga aytiladi?
        2. Ularni qanday guruhlarga ajratish mumkin?
        3. Narsa otlari shaxs otlaridan nimasi bilan farq qiladi?

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

301-mashq. Xonangizdagi narsalarning otlarini yozing

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Narsa otlarini yasovchi qo'shimchalar va ularning imlosi

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

301-mashq. Xonangizdagi narsalarning otlarini yozing

B) Savollar orqali

* + - * 1. Narsa otlari deb nimaga aytiladi?
        2. Ularni qanday guruhlarga ajratish mumkin?
        3. Narsa otlari shaxs otlaridan nimasi bilan farq qiladi?

III.YANGI MAVZU BAYONI

Narsa otlari -gich (-qich, -kick, -g'ich), -gi (-qi, -ki, -g'i), -k, -q, -oq, (i)ndi, -ma, -don va boshqa qo'shimchalar yordamida yasaladi. -q qo'shimchasi a unlisi bilan tugagan fe'llarga qo'shilganda a unlisi o shaklida ta­laffuz qilinadi va shunday yoziladi: bo'ya+q = bo'yoq kabi.

A) mashqlar orqali

mashq. Gaplarni ko'chiring. Narsa oti yasovchi qo'shimchalarni aniqlang. Ular yordamida yana qanday narsa otlari yasash mumkin? Shu haqda o'ylab ko'ring.

1. Mundoq qarab razm solsam, ko'pchilikning qo'lida kosov, bolta, o'roq... (Oybek) 2. Mashinada kichkina sovutgich ham bor edi. (Orif Farmori) 3. Oqqirov kasalligini yuzaga keltiruvchi orga- nizmlar g'o'za barglariga uya quradi, tuproqda, o'simlik chirindilari orasida qishlaydi. Bahorda yana ekinlarni kasallantiradi. (Gazetadan) 4. Direktor o'sha terilar uchun xalq xo'jaligi yutuqlari ko'r- gazmasining oltin medalini oldi. (Said Ahmad) 5. Eshikni ochishim bilan dadam qo'lidagi gazetasini, oyim supurgini tashlab menga qaradi. (O. Yoqubov)

mashq. Quyidagi narsa otlarining yasalishiga diqqat qiling. Ular ishtirokida gaplar tuzing.

Ochqich, qo'lyozma, quymoq, suvdon, kiyim, gazlama, yelpig'ich, uzangi, yoqilg'i, bezak, qisqich, to'plam

mashq. Gaplarni o'qing. Nuqtalar o'rniga narsa otini yasovchi qo'shimchalardan mosini qo'yib ko'chiring.

1. Kissasida yarimta o'chir... bilan kecha ochgan qalami bor ekan. (M. Zayniddinova) 2. Bu uchrashuv «Qizingiz yozdi» she'riy to'pla...i bosilguncha bo'lib o'tgan edi. (N. Fozilov) 3. Qovur... antiqa bo'lgan ekan, ochig'ini aytsam, bunaqa shirin go'shtni umrimda yemagan edim. (Said Ahmad)4. G'ildira...laming bir maromda taraqlab, tebranishidan ko'zim ilinibdi. (P. Qodirov) 5. Suz... va qatiqning inson salomatligi uchun foydasi ko'p. (Gazetadan)

*IV. MUSTAHKAMLASH*

B) Savollar orqali

1.Narsa oti yasovchi qo'shimchalar qaysilar?

2.Asosga qaysi narsa otini yasovchi qo'shimchalar qo'shilganda tovush o'zgarishi sodir bo'ladi.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

mashq. Uyga vazifa. -q, -gich, -gi, -ki, -qi, -ma, -k qo'shimcha­lari yordamida narsa otlari yasang va ular ishtirokida gaplar tuzing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **O'rin-joy otlari**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 vazifa. -q, -gich, -gi, -ki, -qi, -ma, -k qo'shimcha­lari yordamida narsa otlari yasang va ular ishtirokida gaplar tuzing

B) Savollar orqali

1.Narsa oti yasovchi qo'shimchalar qaysilar?

2.Asosga qaysi narsa otini yasovchi qo'shimchalar qo'shilganda tovush o'zgarishi sodir bo'ladi.

III.YANGI MAVZU BAYONI

Qayer? so'rog'iga javob bo'lib, o'rin- joy ma'nosini bildiruvchi otlar o'rin-joy otlari sanaladi. Bun­day otlar o'rin-joy ma'nosi bilan birga narsalik ma'nosini ham bildiradi, shuning uchun qayer? so'rog'i bilan birga nima? so'rog'ini olishi ham mumkin.

-zor, -loq, -iston, -goh, -xona qo'shimchalari o'rin-joy otlarini yasaydi.

A) mashqlar orqali

306-mashq. Gaplarni ko'chiring. O'rin-joy otlarini topib, ularni gu- ruhlang.

1. Har qalay, o'zi tug'ilib o'sgan qishloq. Bolaligini eslatadi- gan guvala devorlar bilan qurshalgan ko'chalar, suvga cho'milgan jimjit soylar, olisda sadafdek chaqnab turgan cho'qqilar, yam- yashil o'tloqlar ko'ngliga taskin berar-ku! (Said Ahmad) 2. Dar- vozadan chiqib, katta yo'ldan biroz yurilgach, chap tomondagi tolzor ko'chaga burilishdi. (Abdulla Qahhor) 3. O'ktam Komila orqasidan yurib, olchazor orqali keng, tekis, bahavo maydonga chiqdi... (Oybek) 4. Cho'pon otaning katta hovlisi, otlar bog'lan- gan bostirmasi, sigirlar boqiladigan molxonasi va qo'ylar turadigan ikkita katta qo'rasi bor edi. (P. Qodirov)

1. mashq. Gaplarni o'qing. O'rin-joy otlarini topib, ularning qanday ma'no anglatayotganini izohlang.

1. Qutidor do'koniga jo'nagandan keyin Oftoboyim To'ybekani mehmonxonaga buyurdi va o'zi xamir qilishga o'tirdi. (Abdulla Qodiriy) 2. U shosha-pisha kiyinib, endi tashqariga chiqayotgan ham ediki, eshik ohista taqillab, ostonada Mehriniso ko'rindi. (O. Yoqubov) 3. Biz ko'chib kelgan hovli katta edi. Qator qilib solingan ikki uy, bir ayvon. (O'. Hoshimov) 4. Bu yerlarni qo'- riqxonaga aylantirar emish, shuning uchun uy hayvonlarini bo- qish mumkin emas ekan. (Tohir Malik)

*IV. MUSTAHKAMLASH*

B) Savollar orqali

1.O'rin-joy otlari deb qanday otlarga aytiladi?

2.Ularni qanday ma'no turlariga ajratish mumkin?

3Qaysi qo'shimchalar yordamida o'rin-joy otlari hosil qilina­di?

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

308- mashq. Uyga vazifa. -iston, -loq, -zor qo'shimchalari yordamida otlar yasang va ular ishtirokida gaplar tizing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **Faoliyat-jarayon otlari**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

308- mashq. Uyga vazifa. -iston, -loq, -zor qo'shimchalari yordamida otlar yasang va ular ishtirokida gaplar tizing.

B) Savollar orqali

1.O'rin-joy otlari deb qanday otlarga aytiladi?

2.Ularni qanday ma'no turlariga ajratish mumkin?

3Qaysi qo'shimchalar yordamida o'rin-joy otlari hosil qilina­di?

III.YANGI MAVZU BAYONI

Shaxs va narsalarning faoliyat jara- yonini nomlovchi otlarga faoliyat-jarayon otlari deyiladi.

**Faoliyat-jarayon otlari -lik, -chilik, -garchilik, ~(i)m, ~(i)k (-q) qo'shimchalari yordamida yasala­di: ezmalik, g'allachilik, serobgarchilik, terim, unum va hokazo**

A) mashqlar orqali

1. mashq. Gaplarni ko'chiring, faoliyat-jarayon nomini bildiruvchi otlarning tagiga chizing.

1. O'rindiqning bir chekkasida o'tirgan ayol unga mehribonlik bilan tikilib turardi. (Yo'ldosh Sulaymon) 2. Dadam kunduzi g'o'zani chopiq qilib juda charchagan ekan, sira uyg'onmadi. (Murod Xidir) 3. Ta'tilda o'qituvchi opamiz sayohatga olib boradigan bo'ldi. (Ha­kim Nazir) 4. Shoferlik kursini bitirib, konda ishlay boshladim. (N. Normatov) 5. Yoshlikdagi gunohlari uchun yangamdan kechi- rim so'ramoqchilar. (O. Yoqubov) 6. Otaqo'zi bo'lajak kuyovining bachkana qiliqlariga ichida bir g'ijinib qo'ydi. (O. Yoqubov)

1. mashq. Gaplarni o'qing, faoliyat-jarayon nomini bildiruvchi otlarni aniqlang, ma'nosini izohlang.

1. Bilim kishining ko'nglini yoritadi, unga ro'shnolik beradi. (Yusuf Xos Hojib) 2. Yoshlik qaytib kelmaydi. (Asqad Muxtor) 3. Bu dunyoda uning qo'lidan kelmaydigan ish yo'q: duradgor- lig-u suvoqchilik, chilangarlig-u ustachilik — hammasini eplaydi. (X. Sultonov). 4. Ancha ovoragarchilik bilan bir mashina paxta olib qaytdik. (P. Qodirov). 5. Huriniso ipakchilik zvenosining boshlig'i bo'lgan ekan. (Abdulla Qahhor). 6. Shomurod asli yilqichining bolasi, dehqonchilikni xushlamaydi. (Murod Muhammad Do'st) 7. Yolqin akam traktor terimidan bo'shagandan keyin hovlining kamchiliklarini tuzatadi. (P. Qodirov)

*IV. MUSTAHKAMLASH*

B) Savollar orqali

1.Faoliyat-jarayon otlari deb nimaga aytiladi?

2.Shunday otlar ishtirokida gaplar tuzing.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

311-mashq.Uyga vazifa. «Erta turishning fazilati» mavzusida matn tuzing. Unda faoliyat-jarayon otlaridan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **Aniq va mayhum otlar**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

311-mashq.Uyga vazifa. «Erta turishning fazilati» mavzusida matn tuzing. Unda faoliyat-jarayon otlaridan foydalaning.

B) Savollar orqali

* 1. Faoliyat-jarayon otlari deb nimaga aytiladi?
  2. Shunday otlar ishtirokida gaplar tuzing.

III.YANGI MAVZU BAYONI

Sezgi a'zolarimiz orqali bilishimiz mumkin bo'lgan narsalarni bildirgan otlarga aniq otlar deyi­ladi: kitob, mashina, uy, eshik, dutor va hokazo.

Sezgi a'zolarimiz orqali bilishimiz mumkin bo'lmagan, tafakkur va tasawur orqali idrok qilinadigan narsalarni bildir­gan otlarga mavhum otlar deyiladi: dev, xayol, aql, o'y, go'zallik va hokazo.

Aniq otlar birlik va ko'plik shaklida qo'llana oladi, ammo mavhum otlar ko'plik shaklida qo'llanganda, ko'plik ma'nosi emas, balki ta'kidlash, kuchaytirish ma'nolari ifodalanadi.

A) mashqlar orqali

312-mashq. Aniq va mavhum otlarga qo'shilgan ko'plik, egalik va kelishik qo'shimchalariga e'tibor bering. Ko'plik qo'shimchasining qanday ma'no qo'shayotganini izohlang.

1. U o'z qalbida kechayotgan tuyg'ularning nomini bilmas, shu daqiqadagi holatini o'rtoqlariga ham izohlab berolmas edi. (Qam- chibek Kenja) 2. Hunarlaringni, didlaringni rosa ishlatib, chiroyli bino solib bersalaring, bas. (Oybek) 3. Mening Jasur ismli ukam bor. U hayvonlarni, ayniqsa, itlarni yaxshi ko'radi. (I. Xolliyeva) 4. Ular qushchalarni tomosha qilishadi. (A. Azimova)

^ 313-mashq. Gaplarni o'qib, aniq va mavhum otlarni toping, ularga izoh bering. Hikmatlarning mazmuni haqida suhbatlashing.

1. Hasad — yurakning zanglashi, qaysarlik mag'lubiyat sabab- chisidir. 2. Oyog'ingiz yugursa, maqsadingizga yetkazadi, tilingiz yugursa boshingizga falokat keltiradi. 3. Yalqovlik muhtojlik eshigidir. 4. Narsa deb odamlar e'tiboridan qolish yomon. 5. Hayo qalbning haqiqiy ko'zgusidir. («Sharq hikmatlari»dan)

*IV. MUSTAHKAMLASH*

B) Savollar orqali

1. Aniq otlar deb nimaga aytiladi?

2. Mavhum otlarga misollar keltiring.

3. Mavhum otlar nima sababdan ko'plik shaklida qo'llanmaydi?

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

314-mashq. Aniq va mavhum otlarni ajrating. Ular o'rtasidagi farqlarni tushuntiring.

1. Shu sevinch ikkovlariga ham kuch-g'ayrat, ham dadillik baxsh etgandek bo'ldi. (X. To'xtaboyev) 2. Qirlarning g'ir-g'ir shamo- li, o'pkalarga moydek tuyulgan totli havosi hammamizning ruhi- yatimizni ko'tarib yubordi. (Oybek) 3. Osmon hadsiz, ufqlar, qirlar jimirlaydi zarrin yog'duda. Osmon kabi tiniq tuyg'ular mavj uradi bu yosh ko'nglimda. (Z. Nazarova)

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Mavhum ot yasovchi **qo'shimchalar va ularning imlosi**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

314-mashq. Aniq va mavhum otlarni ajrating. Ular o'rtasidagi farqlarni tushuntiring.

1. Shu sevinch ikkovlariga ham kuch-g'ayrat, ham dadillik baxsh etgandek bo'ldi. (X. To'xtaboyev) 2. Qirlarning g'ir-g'ir shamo- li, o'pkalarga moydek tuyulgan totli havosi hammamizning ruhi- yatimizni ko'tarib yubordi. (Oybek) 3. Osmon hadsiz, ufqlar, qirlar jimirlaydi zarrin yog'duda. Osmon kabi tiniq tuyg'ular mavj uradi bu yosh ko'nglimda. (Z. Nazarova)

B) Savollar orqali

1. Aniq otlar deb nimaga aytiladi?

2. Mavhum otlarga misollar keltiring.

3. Mavhum otlar nima sababdan ko'plik shaklida qo'llanmaydi?

III.YANGI MAVZU BAYONI

Mavhun otlar -lik, -ch, -inch qo'shimchalari yordamida yasaladi.

A) mashqlar orqali

* + 1. mashq. Mavhum otlarning yasalishiga diqqat qiling, ular ishtiro­kida gaplar tuzing.

Ovunch, tinchlik, xurramlik, ahillik, ahmoqlik, yupanch, yaxshilik, yomonlik, o'kinch.

* + 1. mashq. Gaplarni ko'chiring. Mavhum otlarni aniqlang, yasalishi va imlosiga diqqat qiling.

l.Vujudimga hokimlik qilayotgan o'sha tuyg'ular o'rnini shafqat, odamiylik, hamdardlik egallab oldi. (Said Ahmad) 2. Ajoyib milliy urf-odatlarimiz odamlarni hamjihatlikka, birodarlikka va samimiyatga chorlaydi. (T. Mahmudov) 3. Mardlik — insonning husni. (Maqol)

*IV. MUSTAHKAMLASH*

B) Savollar orqali

* + - 1. Mavhum ot yasovchi qo'shimchalar qaysilar?
      2. -ch, -lik, qo'shimchalari yordamida mavhum otlar hosil

qiling.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

317-mashq.Uyga vazifa. To'kin-sochinlik, ovunch, ahillik so'zlari ishtirokida gaplar tuzing. Mavhum otlarning yasalishiga diqqat qiling.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:  Otlarning lug'aviy shakllari. Son shakllari

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.Mavhum ot yasovchi qo'shimchalar qaysilar?

2.-ch, -lik, qo'shimchalari yordamida mavhum otlar hosil

qiling.

B) Savollar orqali

3.Mavhum ot yasovchi qo'shimchalar qaysilar?

4.-ch, -lik, qo'shimchalari yordamida mavhum otlar hosil

qiling.

III.YANGI MAVZU BAYONI

Otlarning -lar qo'shimchasini olgan shakli ko'plik shakli, -lar qo'shimchasisiz shakli esa birlik shakli sanaladi.

Otlarning ko'plik shakli ko'plik ma'nosidan tashqari hur- mat, umumlashtirish, kuchaytirish (ko'zim — ko'zlarim, labi — I lablari) ma'nolarini ham ifodalashi mumkin.

A) mashqlar orqali

* + - * 1. mashq. Gaplarni o'qing, birlik va ko'plik sonda kelgan otlarni topib izohlang.

1. Nigora Saidlarnikiga kirganda uyning chiroqlari yoqilgan, Said bilan dadasi televizor ko'rib o'tirishar edi. (A. Azimova) 2. Bolalar eng quvonchli xabarni yurtdoshlariga yetkazishga oshiqayotgan elchilardek guvillab Usmonlarnikiga jo'nashdi. (A. Ko'chimov). 3. Ko'zlarim hali harf tanimas edi, qalam ushlol- masdi hali qo'llarim. Kapalak izidan quvib tinmasdan, Yulduzlarni sanar edim tunlari. (M. Boboyev) 4. Ey farzandlar — g'unchalar! Sizga mehrim shunchalar. (Quddus Muhammadiy)

* + - * 1. niashq. Gaplarni ko'chiring. -lar qo'shimchasi bilan kelgan otlar­ning qanday ma'no anglatayotganini ayting.

1. Shavkatlarning kattagina uzumzor bog'i bor. (Sh. Otaboyev) 2. Dadamlar: — Xo'sh, qalay, bu yerlar yoqdimi? Qara, hamma yoq sokin. Qushlar, baliqlar — bizniki, — dedilar. (Olmos) 3. Ba­hor keldi. Ariqlarda suvlar to'lib, sharqirab oqa boshladi. (D. Mahmudov) 4. Hamma ishlarning boshi to'g'rilik va halollikdir.

*IV. MUSTAHKAMLASH*

B) Savollar orqali

Otlarning birlik shakli deb nimaga aytiladi?

Otlarning ko'plik shakli qanday yasaladi?

-lar qo'shimchasi qanday ma'nolarni ifodalash uchun xiz- mat qiladi?

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

320 - mashq. . «Bizning oila» mavzusida matn tuzing. Unda ishlatilgan otlarni izohlang.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Otlarning kichraytirish vaerkalash shakllari

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

320 - mashq. . «Bizning oila» mavzusida matn tuzing. Unda ishlatilgan otlarni izohlang.

B) Savollar orqali

Otlarning birlik shakli deb nimaga aytiladi?

Otlarning ko'plik shakli qanday yasaladi?

-lar qo'shimchasi qanday ma'nolarni ifodalash uchun xiz- mat qiladi?

III.YANGI MAVZU BAYONI

Otlarning -cha, -choq, -chak kabi qo'shimchalarni olgan shakli kichraytirish shakli; -gina (-kina, -qina) -jon, -xon, -oy kabi qo'shimchalarni olgan shakli esa erkalash shakli hisoblanadi.

A) mashqlar orqali

* + - * 1. mashq. Gaplarni ko'chiring, otlarning erkalash va kichraytirish shakllarini topib izohlang.

1. Yoyilib oqayotgan suvning u yer-bu yerida top-toza orolcha- lar ko'rinib turardi. (Olmos) 2. Qishloqda Aykadan chiroyli ku- chukcha yo'q. Sobiijon zerikkan paytlarida quchoqlab o'tirib u bilan gaplashadi. (S. Mardiyev) 3. Obbo, azamat-ey, Qo'zivoymas, Qo'chqorvoy bo'lib ketibsan-ku!— deya tog'asi girdikapalak bo'layotgan bolakayni baland ko'tardi. (A. Ko'chimov) 4. Huriniso ketib, Saidaga qarashib turgani Kifoyatxonni yubordi... (Abdulla Qahhor)

* + - * 1. mashq. -xon, -jon, -oy, -choq, -loq, -cha qo'shimchalari yor­damida erkalash va kichraytirish otlari yasang va ular ishtirokida gaplar tuzing.
        2. mashq. Gaplarni o'qing, nuqtalar o'rniga qavs ichidagi qo'shimchalardan mosini qo'yib, otlarning erkalash va kichraytirish shakl­larini yasang.

1. Ertaga yaxshilab uy... (-choq, -cha, -voy) yasab berib ketaman. (Said Ahmad). 2. Voy, bo'y... (-xon, -gina, -jon)ngdan aylanib ketay seni. Sog'intirib qo'yding-ku aya... (-niso, -xon, -jon)ingni! (O.Yoqubov) 3. Qo'zi... (-loq, -choq, -kay)lar bosh- larini xuijundan chiqarib jim yotishardi. (P. Qodirov) 4. O'rmon... (-oy, -jon, -gina) Sidiq... (-xon, -toy, -jon)ning diliga yorug'lik solib birinchi marta kuldi. (Abdulla Qahhor) 5. Bu Olim... (-toy, -loq, -xon) yaratgan robot. (Sh. Boshbekov)

*IV. MUSTAHKAMLASH*

B) Savollar orqali

1,Otlarning erkalash shakllari deb nimaga aytiladi?

2,Kichraytirish shakllari qanday qo'shimchalar yordamida yasala­di?

3,-choq, -cha, -jon qo'shimchalari yordamida erkalash va kichray­tirish shaklarini yasang.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

324-mashq. «Bolaligim — poshsholigim» mavzusida matn tuzing. Unda erkalash va kichraytirish otlaridan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **MUSTAHKAMLASH**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

324-mashq. «Bolaligim — poshsholigim» mavzusida matn tuzing. Unda erkalash va kichraytirish otlaridan foydalaning.

B) Savollar orqali

1,Otlarning erkalash shakllari deb nimaga aytiladi?

2,Kichraytirish shakllari qanday qo'shimchalar yordamida yasala­di?

3,-choq, -cha, -jon qo'shimchalari yordamida erkalash va kichray­tirish shaklarini yasang.

III.YANGI MAVZU BAYONI

1,Otlarning erkalash shakllari deb nimaga aytiladi?

2,Kichraytirish shakllari qanday qo'shimchalar yordamida yasala­di?

3,-choq, -cha, -jon qo'shimchalari yordamida erkalash va kichray­tirish shaklarini yasang.

A) mashqlar orqali

topshiriq. Uch guruhga bo'lining. Birinchi guruh sodda, ik­kinchi guruh qo'shma, uchinchi guruh juft otlarga misollar yozsin. So'ng ular ishtirokida gaplar tuzing.

Namuna: bog' gulbog' bog'-bo'ston

adir otashkurak qir-adir

oshpaz oshqozon non-choy

topshiriq. Temirjon, Po'latjon, Oltinoy, Kumushxon, Jasurbek, Nodirbek, Go'zaloy, To'xtasinbek, Turdixon, Charosxon kabi atoqli otlar­ning qaysi so'z turkumlaridan yasalganini aniqlang. Ularning tarkibida kelgan erkalash shakllarini yasovchi qo'shimchalarni izohlang.

t o p s h i r i q. Quyida berilgan turdosh otlarni jadvalga joylashtiring. Ular ishtirokida gaplar tuzing.

Jarlik, bog'bon, soylik, buloq, saylov, soat, dorboz, somsapaz, daryo, irmoq, darvozabon, uzumchilik, dehqonchilik, tintuv, o'qituvchilik, qir, tepalik, jilg'a.

|  |  |  |  |
| --- | --- | --- | --- |
| Shaxs otlari | Nana otlari | O'rin-joy otlari | Faoliyat-jarayon otlari |
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*IV. MUSTAHKAMLASH*

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**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

4-topshiriq. Uyga vazifa. Biror badiiy asardan parcha ko'chiring. Undagi otlarning lug'aviy va munosabat shakllariga e'tibor bering.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **SIFAT**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

4-topshiriq.Biror badiiy asardan parcha ko'chiring. Undagi otlarning lug'aviy va munosabat shakllariga e'tibor bering.

B) Savollar orqali

Otlarning birlik shakli deb nimaga aytiladi?

Otlarning ko'plik shakli qanday yasaladi?

-lar qo'shimchasi qanday ma'nolarni ifodalash uchun xiz- mat qiladi?

III.YANGI MAVZU BAYONI

Otga bog'Ianib, uning belgisini bildi- radigan va qanday? qanaqal so'roqlariga javob bo'ladigan i so'zlarga sifat deyiladi.

mashq. Matnni o'qing, belgini bildirgan so'zlarni aniqlang.

Baqqol amaki o'zi pakana-yu, lekin ynzi katta, peshonasi keng, yakkam-dukkam soqolli, burni puchuq, iyagi kalta odam. Qorni ham haddan tashqari katta bo'lganligi uchun o'tirganda xuddi bir qop go'shtdek bo'lib qoladi. O'ziyam juda g'alati odam, sergapmi, kamgapmi, bilib bo'lmaydi. Bir qarasangiz, qiziq-qiziq gaplarni aytib, odamlarni kuldirib o'tiradi; bir qarasangiz, gung bo'lib boshini egib oladi. (X. To'xtaboyev)

mashq. Matnni ko'chiring. Sifatlarni topib, ularning qanday so'roqqa javob bo'layotganini aniqlang.

Yo'lga tushishdi. Kech kirib, ajib bir so'lim payt boshlandi. Yonbag'irlar ko'm-ko'k. Bu taraflarda mashinalar ko'p qatnama- ganidan chang-to'zon bo'lmas, tez-tez yomg'ir quyib turganidan daraxtlarning shundog'am beg'ubor barglari yuvilib, xandon pista mag'zidek och yashil tusda ko'rinar edi. Yo'lning bir tomoni azamat toshlar qalashgan yonbag'irlik, bir tomoni soy. Unda yuqoridan shitob bilan quyilib kelayotgan tiniq suv toshlarga urilib, qirg'oqqa sapchib oqardi. (Said Ahmad)

*IV. MUSTAHKAMLASH*

1.Sifat deb nimaga aytiladi?

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

3.Rang-tusni bildiruvchi sifatlarga misollar keltiring.

4.Maza-ta'mni bildiruvchi sifatlar ishtirokida gaplar tuzing.

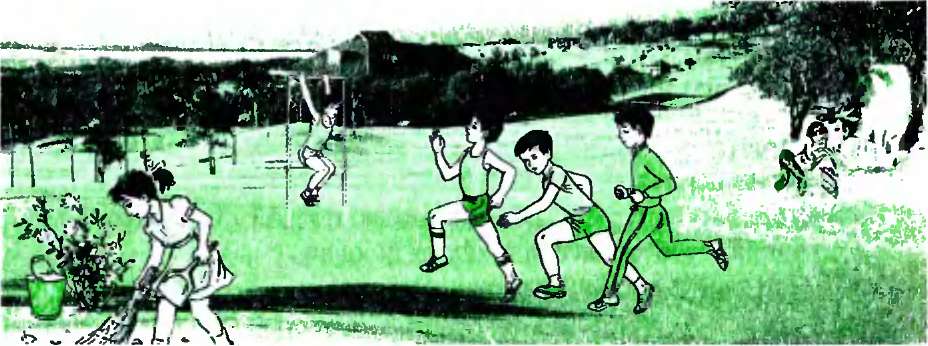
5.Belgi-xususiyat bildiruvchi sifadar qaysilar?

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

327 -mashq.Uyga vazifa. Ertalab barvaqt turing. Tong tasvirini dafta- ringizga tushiring. Unda sifatlardan foydalaning.



**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:  **Sifatlarning yasalishi**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

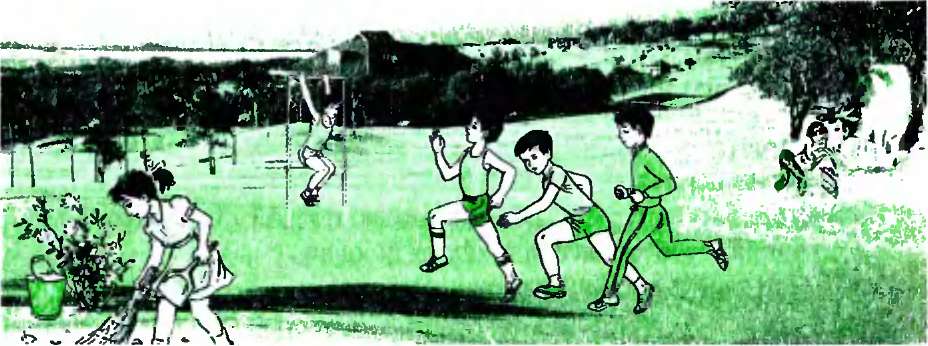
B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

327 -mashq.Uyga vazifa. Ertalab barvaqt turing. Tong tasvirini dafta- ringizga tushiring. Unda sifatlardan foydalaning.



B) Savollar orqali

1.Sifat deb nimaga aytiladi?

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

3.Rang-tusni bildiruvchi sifatlarga misollar keltiring.

4.Maza-ta'mni bildiruvchi sifatlar ishtirokida gaplar tuzing.

5.Belgi-xususiyat bildiruvchi sifadar qaysilar?

III.YANGI MAVZU BAYONI

Sifatlar tarkibiga ko'ra tub va yasama sifatlarga boiinadi. Tarkibida so'z yasovchi qo'shimchalar bo'lmagan sifatlar tub sifatlar, asos va yasovchi qismdan iborat bo'lgan sifatlar yasama sifatlar hisoblanadi. Yasama sifatlar asosga qo'shimchalar qo'shish yoki so'z qo'shish yo'li bilan hosil qilinadi.

A) mashqlar orqali

328 -mashq. Oybekning «Bolalik» asaridan olingan gaplarni o'qing. Qavs ichidagi sifat yasovchi qo'shimchalardan mosini nuqtalar o'rniga qo'yib, ko'chiring.

1. Otin bibi qari, jiddiy, (bo-, ser-, no-)... savlat xotin. 2. O'yma... (-gar, -li, -kor) gullari bilinmaydigan darajada o'chgan, qo'sh tabaqa... (-siz, -li, -miy) eski eshikka kiramiz. 3. Pochcham ellikdan oshgan, novcha, kasal... (-chan, -kash, -mand), rangpar kishi. 4. Cho'ponlar sez... (-qur, -gir, -kir), itlar ham ziyrak, bo'ridan ayyor. 5. Do'mbirachi qadim... (-iy, -gi, -dor) qozoq hayotidan dostonlar kuylamoqda.

329-mashq. Matnni o'qing. Sifatlarni topib, izohlang.

1. Oldimizda mevali va mevasiz daraxtlari ko'p bo'lgan o'rmon. Archa ham serob. O'riklarning yaprog'i qizil, qontalash. Xuddi birov ular shoxiga bir satil qizil bo'yoqni sepib tashlaganday. Pastga egilgan yaproqlari sariq ipakday mayin. Ko'zga shunday jozibali ko'rinadiki, uzib-uzib g'arch-g'urch tishlaging keladi. (Sh. Xolmirzayev) 2. Hindubek turkiy, forsiy tillarni mukammal o'rgangan ilmli, ma'rifatli, dilkash kishi bo'lganligi uchun Bobur- ning eng yaqin beklari qatoriga kirgan edi. (P. Qodirov) 3. Suv shishadek tiniq. (S. Anorboyev) 4. Hozir ular uchun eng bexatar yo'l Toshkent edi. (P. Qodirov)

*IV. MUSTAHKAMLASH*

1.Tub sifatlar deb qanday sifatlarga aytiladi?

2.Yasama sifatlar qanday qismlarga ajratiladi?

3.-li, -siz, -chan qo'shimchalari yordamida sifatlar hosil qiling.

116-dars

4.ba-, be-, ser- qo'shimchalari yordamida sifatlar yasang.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

330-mashq.Uyga vazifa. Gaplarni o'qing. Nuqtalar o'rniga quyida berilgan qo'shimchalardan mosini qo'yib, ko'chiring.

1. Inson tabiatning eng ong... farzandi. (Tohir Malik) 2. Past- dagi bog'dan yumsho..., namxush xazon hidi ko'tarilib, uning xayollarini to'l... oy sehrlagan tog' vodiy daralariga olib ketardi. (Asqad Muxtor) 3. Oybek domla nihoyatda tiyraklik bilan, ko'pchilik nom... insonlarda juda kam uchraydigan samimiyat va bolalarcha beg'uborlik bilan opaning gaplarini tasdiq etdi. (A. Oripov) 4. Bu o'lkada iqlim o'rtacha, suv mo'l, yer unum..., quyosh nuri yetarli. (G'afur G'ulom) 5.Ariqlarda suv emas, o'yno... nur oqadi. (Abdulla Qahhor)

*Qo'shimchalar: -/(, -in, -q, -dor, -qi*

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Sifat yasovchi qo'shimchalarva ularning imlosi

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

330-mashq.Uyga vazifa. Gaplarni o'qing. Nuqtalar o'rniga quyida berilgan qo'shimchalardan mosini qo'yib, ko'chiring.

1. Inson tabiatning eng ong... farzandi. (Tohir Malik) 2. Past- dagi bog'dan yumsho..., namxush xazon hidi ko'tarilib, uning xayollarini to'l... oy sehrlagan tog' vodiy daralariga olib ketardi. (Asqad Muxtor) 3. Oybek domla nihoyatda tiyraklik bilan, ko'pchilik nom... insonlarda juda kam uchraydigan samimiyat va bolalarcha beg'uborlik bilan opaning gaplarini tasdiq etdi. (A. Oripov) 4. Bu o'lkada iqlim o'rtacha, suv mo'l, yer unum..., quyosh nuri yetarli. (G'afur G'ulom) 5.Ariqlarda suv emas, o'yno... nur oqadi. (Abdulla Qahhor)

*Qo'shimchalar: -/(, -in, -q, -dor, -qi*

B) Savollar orqali

1.Tub sifatlar deb qanday sifatlarga aytiladi?

2.Yasama sifatlar qanday qismlarga ajratiladi?

3.-li, -siz, -chan qo'shimchalari yordamida sifatlar hosil qiling.

4.ba-, be-, ser- qo'shimchalari yordamida sifatlar yasang.

III.YANGI MAVZU BAYONI

-li, ser-, -dor, -siz, no-, -chan, -ma, -iy(-viy) kabi qo'shimchalar sifat yasovchi qo'shimchalar hisoblanadi.

ESLiA TUTING.-li, -dor, ha-, ser-, -mand qo'shimchalari asosda ifodalangan belgiga egalikni bildiradi. Bu qo'shimchalar {-mand qo'shimchasidan tashqari) asosda ifodalangan belgiga ega emaslikni bildiruvchi no-, -siz, be- qo'shimchalari bilan zid ma'nolidir.

A) mashqlar orqali

331-mashq. Gaplarni o'qing. Sifat yasovchi qo'shimchalarni aniqlang, imlosini tushuntiring.

1. Yo'lning ikki betidagi qoramtir, oq, qizil daraxtlarning tanga-tanga barglari iliq quyosh nuridan marvariddek tovlanadi. (O'. Umarbekov) 2. Uning chaqnoq ko'zlari, siyrak qoshi, o'ychanturishi katta bardoshini, sadoqatini, aqlini aks ettirib turardi. (Yo'ldosh Sulaymon)3. G'iyos aka yumshoq ajriq ustiga yonbosh- ladi. (N. Fozilov) 4. Mehmon degan unaqa sergap bo'lmaydi,— dedi u ayyorlarcha kulib. (Said Ahmad) 5. Bo'm-bo'sh otxonaning eshigi lang ochiq turar edi. (O'. Hoshimov) 6. Avaz dahlizdan rangdor vassali, sertokcha uyga kirdi. (P. Qodirov)

* + 1. mashq. «Hikmatnoma» asaridan olingan gaplarni o'qing. Nuqtalar o'rniga sifat yasovchi qo'shimchalardan mosini qo'yib, ularning imlosini tushuntiring.

1. Yoqim... do'st suhbati olis yo'lni yaqin qiladi. 2. Pokiza kishi hamisha shodlik ustida, gunoh... esa g'am va qayg'u ostidadir. 3. ...hayo odamlar bilan suhbatdosh bo'lgandan ko'ra yolg'iz o'tirgan afzal. 4. Rostgo'ylik adabning ustuni, inson...likning asosidir. 5. Do'st... odamning meva... daraxtdan farqi yo'q. 6. ...gaplik dushmaningdir, chunki u sening ayblaringni ochib tashlaydi.

*IV. MUSTAHKAMLASH*

1.-iy, -viy qo'shimchalarining imlosi haqida so'zlab bering.

2.-q, -qi qo'shimchalari qo'shilishi natijasida o'zakda qanday tovush o'zgarishlari ro'y beradi?

3.be-, no-, ser-, ba- qo'shimchalari ishtirokida so'zlar yasang.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

* + 1. mashq. Uyga vazifa. Yaxshi ko'rgan daraxtingizni tasvirlang. Unda yasama sifatlardan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Sifat yasovchi qo'shimchalar va ularning imlosi

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.-iy, -viy qo'shimchalarining imlosi haqida so'zlab bering.

2.-q, -qi qo'shimchalari qo'shilishi natijasida o'zakda qanday tovush o'zgarishlari ro'y beradi?

3.be-, no-, ser-, ba- qo'shimchalari ishtirokida so'zlar yasang.

B) Savollar orqali

1. -mashq. Yaxshi ko'rgan daraxtingizni tasvirlang. Unda yasama sifatlardan foydalaning.

III.YANGI MAVZU BAYONI

-gi (-ki, -qi) qo'shimchasi payt va o'rin bildiruvchi otlarga qo'shilib, payt va o'ringa xos belgini, -simon qo'shimchasi o'xshashlik belgisini, -(v)iy qo'shimchasi xoslik belgisini bildiruvchi sifatlar yasaydi.

A) mashqlar orqali

* + 1. mashq. Gaplarni o'qing, sifatlarni toping, -gi, -ki, -qi qo'­shimchalarining aytilishi va yozilishiga diqqat qiling.

1. Kechki payt hujrada Boburning yolg'iz o'zi o'tirar edi. (P. Qodirov) 2. Daryoga doimiy ravishda irmoqlar kelib qo'shilibturmasa, uning oqimi jo'shqin bo'la olmaydi. (/. Boltayeva) 3. Shahzodaning dilini ma'yus, ammo har kungi mudhish tuyg'ularga o'xshamagan, allaqanday pokiza hislar chulg'ab oldi. (O. Yoqubov) 4. Dastlabki kunlar yo'l unchalik mashaqqatli bo'lmadi. (Mirkarim Osim) 5. Bu o'rmonda odamsimon maymunlar yashay- di. (Ertakdan) 6. Tashqi ishlar vazirligi bayonot berdi. (Gazetadan)

* + 1. mashq. Nuqtalar o'rniga -iy, -viy, -simon qo'shimchalaridan mosini qo'ying, imlosini tushuntiring.

1. Mening tug'ilib o'sgan, bolaligim o'tgan joylar Qarshi (qadim... Nasaf) shahridan besh-o'n chaqirim shimolroq tomon- dagi Qo'ng'irtov etaklaridir. (A. Oripov) 2. Jaholatga qarshi ma'rifat bilan kurashish uchun xalq mafkura... jihatdan qurollangan bo'lmog'i kerak. (S. Olimov) 3. Osmon tip-tiniq, oyning kumush... tumanli nuriga cho'mgan, yulduzlar siyrak edi. (O'. Hoshimov) 4. Ayniqsa, Nasriddin Afandining quvnoq sarguzashtlari bilan tanishish uning tabiatiga xos hajv... mayllarga turtki beradi. (N. Karimov)

*IV. MUSTAHKAMLASH*

1. -iy, -viy qo'shimchalarining ishlatilish o'rinlari haqida gapi-

ring.

2. -gi, -ki, -qi qo'shimchalari va ularning imlosi to'g'risida

so'zlab bering.

3. -simon qo'shimchasi yordamida so'zlar yasang.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

336-mashq. So'zlarni qiyoslang. Yasama sifatlarni otlardan farqlab, daftaringizga ko'chiring.

Sayroqi — tutatqi, oqshomgi — sezgi, kechki — tepki, erin- choq — o'yinchoq, chizg'ich — yulg'ich, qishlik — yoshlik, ayb- dor —mulkdor, yashirin — bo'g'in, yasama — bostirma.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Sifatlarning tuzilishiga ko'ra turlari. Sodda sifat

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

336-mashq. So'zlarni qiyoslang. Yasama sifatlarni otlardan farqlab, daftaringizga ko'chiring.

Sayroqi — tutatqi, oqshomgi — sezgi, kechki — tepki, erin- choq — o'yinchoq, chizg'ich — yulg'ich, qishlik — yoshlik, ayb- dor —mulkdor, yashirin — bo'g'in, yasama — bostirma.

B) Savollar orqali

1. -iy, -viy qo'shimchalarining ishlatilish o'rinlari haqida gapi-

ring.

2. -gi, -ki, -qi qo'shimchalari va ularning imlosi to'g'risida

so'zlab bering.

3. -simon qo'shimchasi yordamida so'zlar yasang.

III.YANGI MAVZU BAYONI

Sifatlar tuzilishiga ko'ra sodda, qo'shma, juft va takroriy bo'ladi. Bir asosdan iborat bo'lgan sifatlar sodda sifatlar sanaladi.

A) mashqlar orqali

1. - маshq. Gaplarni ko'chiring. Ajratib ko'rsatilgan sifatlarning tu­zilishiga ko'ra turini aniqlang.

1. Barcha ezguliklar zamirida xosiyatli orzular yotadi. (A. Ibrohimov) 2. Tuproq qatlami qalin, sersuv yerlarda o'sgan archalar yo'g'on va bo'ydor bo'ladi. (X Qarshiboyev) 3. Atrofdagi hovlilardan ko'tarilgan tutunlar ko'kimtir, mayin mavj bilan tiniq, sovuq havoda suzadi. (Oybek) 4. Qo'limda bitta sigir bor. Jonivor juda sersut, qaymog'i suzsangiz bir enlik keladi. (O'. Umarbekov) 5. Bu bogiar ichida oq qizg'ish, nafis, havorang marmardan qurilgan ko'rkam binolar, ko'shklar, kichik-kichik saroylar ko'zga tashlana- di. (Mirkarim Osim)

1. - маshq. «Biz tabiat farzandlarimiz» o'yinini uyushtiring. Buning uchun ikki guruhga bo'lining. Boychechak, chuchmoma, devpechak, chumchuqko'z, otquloq kabi o'simliklarga xos bo'lgan belgilarni topish bo'yicha musobaqa o'tkazing.

338 - mashq. Matnni ko'chiring. Sodda sifatlarni aniqlab, ularga izoh bering.

Cho'l-u biyobon. Keng, ulug'vor sahrolar ufqdan-ufqqa tu- tashgan. Kuz fasli. Shamollar mayin, yoqimli esadi. Tiniq, ko'm- ko'k osmonda onda-sonda yengil bulutlar asta kezadi. Yuksak tog'lar tumanda. Men tomosha qilib boraman, xayol qanotida go'yo sahro­lar, tog'lar kezaman. Bulutlar rang-barang, ranglar tinmay o'zgaradi. «Tabiatning siri, ma'nosi chuqur», deyman ichimda. (Oybek)

*IV. MUSTAHKAMLASH*

B) Savollar orqali

* + - 1. Sifatlar tuzilishiga ko'ra necha xil bo'ladi?
      2. Sodda sifatlar deb nimaga aytiladi?
      3. Sodda sifatlarga xos bo'lgan belgilar haqida so'zlab bering.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

339- маshq. «Sizni ulug'laymiz, bobodehqon!» mavzusida matn tuzing. Unda sodda sifatlardan foydalaning.**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:  **Qo'shma sifat**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

339- маshq. «Sizni ulug'laymiz, bobodehqon!» mavzusida matn tuzing. Unda sodda sifatlardan foydalaning.

B) Savollar orqali

1.Sifatlar tuzilishiga ko'ra necha xil bo'ladi?

2.Sodda sifatlar deb nimaga aytiladi?

3.Sodda sifatlarga xos bo'lgan belgilar haqida so'zlab bering.

III.YANGI MAVZU BAYONI

Ikki va undan ortiq asosdan tarkib topgan sifatlar qo'shma sifatlar hisoblanadi. Qo'shma sifat­lar, asosan, qo'shib yoziladi.

A) mashqlar orqali

* + 1. mashq. Gaplarni ko'chiring. Qo'shma sifatlarni aniqlab, ularning qanday so'z turkumlaridan yasalganini izohlang.

1. Hulkarning och jigarrang yonoqlarida ajib bir qizillik o'ynaydi. (P. Qodirov) 2. Markaziy Osiyoning erksevar, mard va jasur xalqi dushmanga qarshi mardonavor kurashdi. (B. Ahmedov) 3. Milliy mafkuramizda milliylik umumbashariy g'oyalar bilan uyg'unlashib ketgan. (S. Olimov) 4. Orzu millatga hayotbaxsh ruh bag'ishlaydi. (Rahmon Qo'chqor) 5. Ona yerning xushbo'y tafti mast qiladi kishini. (E. Oxunova) 6. U otasi Muzaffar Farmonovning bata- mom aksi: dadasi yum-yumaloq, baqaloq bo'lsa, bu xushqad, xushsurat. (O. Yoqubov)

* + 1. mashq. Qo'shma sifatlarni aniqlang. Ular ishtirokida og'zaki gaplar tuzing.

1. Samig' aka elliklardan oshgan, tarvuzdek yum-yumaloq, hazilkash, shirinso'z odam (E. Usmonov) 2. O'zbek xalqi meh­mondo'st xalq. (K. Xolmuhammedov) 3. Ko'z oldimdan ichakuzdi qiliqlar qilayotgan qiziqchilar, toshlarni osmonga irg'itib o'ynayotgan polvonlar ketmasdi. (Y. G'oziyev) 4. Osmono'par koshonalar, yangi libos kiygan cho'l-u sahrolar tasviri qo'shiq parvoziga esh bo'ladi. (Otayor)

B) Savollar orqali

*IV. MUSTAHKAMLASH*

* + - 1. Qo'shma sifatlar deb nimaga aytiladi?
      2. Ot + ot tipidagi qo'shma sifatlarga misollar ayting.
      3. Sifat + ot tipidagi qo'shma sifatlarga misollar keltiring.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

* + 1. mashq. Uyga vazifa. Qo'shma sifatlarni topib, izohlang.

( 12-oars

1. Shirinsuxan, oqko'ngil insonlar mevali daraxtga o'xshaydi: hamma ulardan bahra oladi.

2. Nodon, kaltafahm odamdan yaxshi gap chiqmaydi.

3. Mehnatsevar, zahmatkash insonlar odamlarning

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:Juft sifatlar va ularningimlosi

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 vazifa. Qo'shma sifatlarni topib, izohlang.

1. Shirinsuxan, oqko'ngil insonlar mevali daraxtga o'xshaydi: hamma ulardan bahra oladi.

2. Nodon, kaltafahm odamdan yaxshi gap chiqmaydi.

3. Mehnatsevar, zahmatkash insonlar odamlarning

B) Savollar orqali

* + - 1. Qo'shma sifatlar deb nimaga aytiladi?
      2. Ot + ot tipidagi qo'shma sifatlarga misollar ayting.
      3. Sifat + ot tipidagi qo'shma sifatlarga misollar keltiring.

III.YANGI MAVZU BAYONI

O'zaro yaqin yoki zid ma'noli ikki asosning juft kelishidan hosil bo'lgan sifat juft sifat hisobla­nadi. Juft sifat qismlari chiziqcha bilan yoziladi.

Juft sifat qismlari -u, -yu vositasida bog'lansa, ular ajratib yoziladi: yakka-yu yagona

344-mashq. Gaplarni o'qing. Juft sifatlarni topib, ularni izohlang.

1. Kasbning katta-kichigi bo'lmaydi. (M. Oripova) 2. Shu payt toshdan tushib kelayotgan sarg'ish-qo'ng'ir ayiqning bahaybat gavdasi ko'rinib qoldi. (P. Qodirov)3. G'ir-g'ir shaboda turli- tuman giyohlarning hidlarini olib keladi. (Oybek) 4. Baland-past devorlar orqasidagi mevalarning oq, pushti, qizil gullariga tabas- sum bilan qaraysan. (O'. Umarbekov)

345-mashq. Gaplarni o'qing, nuqtalar o'rniga berilgan so'zlardan mosini qo'ying.

1. Shoshilish, yengil-... ishlarga havas, jahldorlik — nodonlar ishi. 2. Goho-goho keladigan uzuq-... xabarlardan boshqa aloqa yo'q. (O. Yoqubov) 3. Sehrli qalpoq axtarib eski-... kiyim-boshlar tash- lanadigan burchak-surchaklarni tintuv qilib yurgan edim. (X. To'x­taboyev) 4. Mayda-... narsalar tugilgan ro'molni ko'tarib qorovul- xonaga kirdi. (N. Yoqubov) 5. Mahallaning qora-... bolalari shoxdan- shoxga tirmashadi. (O'. Hoshimov)

So'zlar: chuyda, yuluq, yelpi, tuski, qura.

*IV. MUSTAHKAMLASH*

1. Juft sifatlar deb nimaga aytiladi?

2.Juft sifatlar qanday yoziladi?

3.Juft sifatlar o'rtasida -u, -yu vositalari ishlatilganda ularning imlosida qanday o'zgarish sodir bo'ladi?

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

346-mashq.Uyga vazifa. Gaplarni o'qing. Ajratib ko'rsatilgan so'zlarga izoh bering. Ular ishtirokida gaplar tuzing.

1. Menga o'xshash esli-hushli yigitga zoriqib o'tirgan ekan. (X To'xtaboyev) 2. Qo'llari ketmon, o'roq, ayri ushlayverganidan g'adir-budur, haqiqiy dehqon edilar. (S. Anorboyev) 3. Ba'zan plitka shokoladmi, arzon-garov qo'g'irchoqmi olib keladi. (Shuhrat) 4. Shag'al to'kilgan o'ydim-chuqur yo'ldan yurish it azobini bersa- da Yigitali chidadi. (Tohir Malik) 5. Alg'ov-dalg'ov shamol esib turar edi. (N. Arslonov) 6. Shoxlar qurib, ularda yakkam-dukkam yaproqlargina qoladi. (Omon Muxtor)

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Takroriy sifatlar vaularning imlosi

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

346-mashq.Uyga vazifa. Gaplarni o'qing. Ajratib ko'rsatilgan so'zlarga izoh bering. Ular ishtirokida gaplar tuzing.

1. Menga o'xshash esli-hushli yigitga zoriqib o'tirgan ekan. (X To'xtaboyev) 2. Qo'llari ketmon, o'roq, ayri ushlayverganidan g'adir-budur, haqiqiy dehqon edilar. (S. Anorboyev) 3. Ba'zan plitka shokoladmi, arzon-garov qo'g'irchoqmi olib keladi. (Shuhrat) 4. Shag'al to'kilgan o'ydim-chuqur yo'ldan yurish it azobini bersa- da Yigitali chidadi. (Tohir Malik) 5. Alg'ov-dalg'ov shamol esib turar edi. (N. Arslonov) 6. Shoxlar qurib, ularda yakkam-dukkam yaproqlargina qoladi. (Omon Muxtor)

B) Savollar orqali

1. Juft sifatlar deb nimaga aytiladi?

2.Juft sifatlar qanday yoziladi?

3.Juft sifatlar o'rtasida -u, -yu vositalari ishlatilganda ularning imlosida qanday o'zgarish sodir bo'ladi?

III.YANGI MAVZU BAYONI

Bir asosning aynan takrorlanishidan hosil bo'lgan sifat takroriy sifat sanaladi. Takroriy sifatlar belgini ta'kidlab, kuchaytirib ifodalaydi. Takroriy sifat qismlari chiziqcha bilan ajratib yoziladi.

A) mashqlar orqali

347-mashq. O'qing. Takroriy sifatlarni topib, ularning ma'nolarini tushuntiring.

1. O'z onamni elas-elas xotirlayman. Ko'zlari qop-qora, chi- royli. Uzun-uzun kipriklari qilt etmaydi. (O'. Hoshimov) 2. Qishloq obod bo'lsa, katta-katta ko'chalar tushsa, kim qarshilik qiladi. (O'. Umarbekov) 3. Kimdir yelpib-yelpib barra-barra go'shtlardan kabob pishiryapti. (X. To 'xtaboyev) 4. Yangi-yangi ariqlar kavlab, qo'riqlar ochamiz. (Asqad Muxtor) ^ 348-mashq. Quyidagi takroriy sifatlar ishtirokida so'z birikmalari tuzing va ularni izohlang.

Mayda-mayda, qiziq-qiziq, lo'ppi-lo'ppi, lo'nda-lo'nda, op- poq-oppoq, yangi-yangi, shirin-shirin, achchiq-achchiq.

* 1. mashq. Gaplarni ko'chiring. Takroriy sifatlarni topib, ularga izoh bering.

1. Yirik-yirik tomchilar yer-u ko'kni savalay ketdi. 2. To'p-to'p daraxtlar tag'in lipillab orqada qolib ketdi. (O'. Hoshimov)

* + 1. Ko'chani sho'x-sho'x bolalar to'ldirib o'tishdi. (A. Qurbonov)
    2. Sayyohlar chaqqon-chaqqon harakatlar bilan qirga ko'tarila bosh- lashdi. (A. Abdusamatov)

*IV. MUSTAHKAMLASH*

1.Takroriy sifatlar deb nimaga aytiladi?

2.Oppoq, ko'm-ko'k, dum-dumaloq kabi sifatlarning hosil bo'lishi J haqida so'zlab bering.

3.Takroriy sifatlar qanday yoziladi?

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

350-mashq. Quyidagi sifatlarni takroriy sifatlarga aylan- tiring va ular ishtirokida gaplar tuzing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Asliy va nisbiy sifatlar

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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. Quyidagi sifatlarni takroriy sifatlarga aylan- tiring va ular ishtirokida gaplar tuzing.

B) Savollar orqali

1.akroriy sifatlar deb nimaga aytiladi?

2.Oppoq, ko'm-ko'k, dum-dumaloq kabi sifatlarning hosil bo'lishi J haqida so'zlab bering.

3.Takroriy sifatlar qanday yoziladi?

III.YANGI MAVZU BAYONI

Belgini to'g'ridan-to'g'ri ifodalaydigan va uni darajalab ko'rsatish imkoniyatiga ega bo'lgan sifatlar asliy sifatlar deyiladi: go'zal, chiroyli, shirin, oq, aqlli, yuzaki. Belgini to'g'ridan-to'g'ri emas, balki boshqa bir tushunchaga nisbatlagan holda ifodalaydigan va daraja ko'rsatish imkoniyatiga ega bo'lmagan sifatlar nisbiy sifatlar deyiladi: qishki, ko`'chma, derazali, devoriy.

A) mashqlar orqali

351-mashq. Gaplarni ko'chiring. Asliy va nisbiy sifatlarning tagiga chizing, ularni izohlang.

1. Hovlimizda ko'cha eshikdan kiraverishda kichkina, g'ishtin uycha bor. (N. Toshev) 2. Temur yuksak insoniylik xususiyatlariga ega bo'lgan buyuk shaxs edi. (A. Ahmedov) 3. Uning jussasi kichkina bo'lsa ham yuzlari jiddiy, boqishlari o'tkir, ovozi esa jarangdor. (H. Akbarov) 4. Yonbag'irlarda rango-rang tovlanib, xushbo'y atrini taratayotgan gullarga nazar tashlayman. (R. Musayev) 5. U olt- mishlarga borib qolgan bo'lsa-da, yoshlardek ikki beti qip-qizil, serg'ayrat va tavakkalchi odam edi. (Mirkarim Osim)

mashq. Sifatlarni o'zi bog'langan so'zlar bilan birga ko'chiring va ularning asliy yoki nisbiy sifat ekanligini tushuntiring.

Tog' etaklarida ko'm-ko'k maysalar uzra nafis gullar, turli xushbo'y giyohlarning hidlari anqiydi. Daraxtlar siyrak, onda- sonda pakana daraxtlar uchrab qoladi. Otlar balandlik, tepalikka intilib, oyoqlarini g'urur bilan chiroyli tashlaydi, boshlarini ko'rkam tutadi. Shu sayrdan, tabiatning go'zalligidan nash'a va safo tuygan bu aqlli jonivorlarning tiniq ko'zlarida xushnudlik ifodasini ko'raman. Naqadar go'zal jonivor bular.. Sevaman, ko'ngildan, chindan sevaman otlarni!.. (Oybek)

mashq. Matnni o'qing. Asliy va nisbiy sifatlarni toping. Ular nimasi bilan farqlanishini tushuntiring.

Dam olish kunlaridan biri edi. Ko'chaga chiqdim. Kech kuz bo'lsa ham havo ochiq, quyosh charaqlab turardi. Hamma yoqda yaproqlar: oq, sariq, yashil yaproqlar... Go'yo ko'chaga chiqi- shingizni kimdir bilgan-u yo'lingizga gilam to'shab qo'ygan.

Har yil kuzda, xazonrez paytida menga shunday tuyuladi, shuning uchun ham ko'chaga chiqaman, serdaraxt xiyobonlarni uzoq aylanaman. (O'. Umarbekov)

*IV. MUSTAHKAMLASH*

Asliy sifatlar deb nimaga aytiladi?

Nisbiy sifatlarga misollar keltiring.

Nisbiy sifatlarga -roq qo'shimchasini qo'shish mumkinmi?

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

354-mashq.Uyga vazifa. «0'zbek milliy liboslari» mavzusida matn tuzing. Unda ishlatilgan asliy va nisbiy sifatlarni izohlang.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:  **SIFAT DARAJALARI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

354-mashq.Uyga vazifa. «0'zbek milliy liboslari» mavzusida matn tuzing. Unda ishlatilgan asliy va nisbiy sifatlarni izohlang.

B) Savollar orqali

1.Asliy sifatlar deb nimaga aytiladi?

2.Nisbiy sifatlarga misollar keltiring.

3.Nisbiy sifatlarga -roq qo'shimchasini qo'shish mumkinmi?

III.YANGI MAVZU BAYONI

Belgining ortiq yoki kamlik jihatidan farqlanishi sifat darajalari, ana shunday ma'no ifodalovchi shakllar esa daraja shakllari deyiladi.

Sifatning quyidagi to'rt xil darajasi mavjud: 1) oddiy daraja; 2) qiyosiy daraja; 3) orttirma daraja; 4) ozaytirma daraja.

A) mashqlar orqali

mashq. Sifatlarni toping, ularni asliy va nisbiy sifatlarga ajrating, darajalarini aniqlang.

1. Xalqimiz qadimdan shu zaminga kuchli mehr, yuksak madani- yat ila munosabatda bo'lganlar. (M. Badalov) 2. Kampirning bu so'zlarida cheksiz mehr, allaqanday nozik ichki bir dard bor edi. (O. Yoqubov) 3. Elchi o'rnidan turib, yuzlari cho'zinchoq, ko'zlari katta, novchadan kelgan Siparganizga ta'zim qildi. (Mirkarim Osim) 4. Kelinga ko'zimiz tushadi: yumaloq qip-qizil loladay yuzli, ko'zlari uchqunli, yaxshigina, go'zalgina qiz. (Oybek) 5. Sadafbibi qoramag'izdan kelgan, yuzlari yumaloq, qosh-ko'zlari qop-qora. (O. Yoqubov)

mashq. Matnni o'qing, sifatlarni aniqlab, ularga izoh bering.

Beruniy uchlari jingalak, qalin moshguruch soqolini tutam- laganicha o'yga toldi. Tokchadagi shamlar shu'lasida uning bir-biriga tutashgan o'siq qoshlari, cho'zinchoq, qoramtir yuzi, chambarak qalpoqchasi tagidan bo'rtib chiqqan do'ng peshonasi, uzun qiyg'ir burni — butun qiyofasi qandaydir juda shiddatli ko'rinar, zotan, dong'i ketgan allomalardan ko'ra suronli janglarda toblangan lashkar- boshiga o'xshab ketardi. (O. Yoqubov)

^ 357-mashq. Sifatlarni aniqlab, ularga -roq qo'shimchasini, juda, eng, g'oyatda so'zlarini qo'shing, ularning gap ma'nosiga qanday ta'sir etayot- ganini aniqlang.

Bobur temuriylar sulolasining so'nggi yirik vakili edi. U tad- birkor va jasur lashkarboshi, dono va adolatli hokim, fozil va o'qimishli inson, ajoyib link shoir, ilmning turli sohalaridan yax- shigina xabardor bo'lgan yetuk olim edi. Uning «Boburnoma» asari haligacha Sharqdagi voqeot janrining beqiyos namunasi bo'lib kelmoqda. (F. Sulaymonova)

*IV. MUSTAHKAMLASH*

1.Oddiy darajadagi sifatlarga misollar ayting.

2.Qiyosiy darajadagi sifatlar qanday yasaladi?

3.Orttirma darajadagi sifatlarga misollar keltiring.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

358-mashq.O'zbekiston Respublikasi madhiyasidagi sifatlarni daftaringizga yozing. Ularning turli darajalarini hosil qiling.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: Sifatlarning oddiy daraja shakli

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

358-mashq.O'zbekiston Respublikasi madhiyasidagi sifatlarni daftaringizga yozing. Ularning turli darajalarini hosil qiling.

B) Savollar orqali

1.Oddiy darajadagi sifatlarga misollar ayting.

2.Qiyosiy darajadagi sifatlar qanday yasaladi?

3.Orttirma darajadagi sifatlarga misollar keltiring.

III.YANGI MAVZU BAYONI

Belgining odatdagi me'yorda ekanligini bildiruvchi va boshqa darajalar uchun asos bo'lib xizmat qiluvchi sifat shakli oddiy daraja shakli deyiladi.

A) mashqlar orqali

1. mashq. Matnni o'qing. Oddiy darajadagi sifatlarni aniqlab, ularga izoh bering.

1. Lola qizil, oq, sariq ranglarda tovlanib ochildi. {Aziz Ab- durazzoq) 2. Maktabga qatnay boshlagandan keyin uning ko'z o'ngida yangi olam ochildi. (O'. Hoshimov) 3. Chakalakzor qorong'ulikda vahimali va sirli ko'rinardi. (Yo'ldosh Sulaymon) 4. Zamonamga sadoqatli, dili sof, toza iymonman. (Qodir Dehqon)

1. mashq Sifatlar qatoridan oddiy darajadagi sifatlarni toping, ular ishtirokida gaplar tuzing.

Sariq, yam-yashil, bahavo, ulkan, juda uzun, eng baland, jasur, dangasaroq, xayolchan.

1. mashq. Matnni ko'chiring. Oddiy darajadagi sifatlarning tagiga chizing va izohlang.

Behi atirguldoshlar oilasiga mansub, bo'yi o'n ikki metrga boradigan sershox daraxt. Barglari tukli, tuxumsimon yoki keng ellipssimon, bandi kalta, shoxlaida ketma-ket joylashgan.

Mevasi tukli, sariq yoki tillarang, ko'rinishi yumaloq yoki bir- oz cho'ziq bo'lishi mumkin. Mevasi yetilib pishganda sershira bo'ladi. {A. Madrahimov)

*IV. MUSTAHKAMLASH*

1.Rang-tus bildiruvchi sifatlarning oddiy daraja shakliga misollar keltiring.

2.Maza-ta'm bildiruvchi sifatlarning oddiy darajadagi shakllari ishtirokida gaplar tuzing.

3.Keng, uzun, ulkan sifatlarining oddiy, qiyosiy, orttirma daraja shakllarini toping.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

362-mashq. Anor, olma, shaftoli, uzum singari me- valarga ta'rif bering. Unda ishlatilgan sifatlarning darajasini belgilang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUN ONA TILI**

**FANI**

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

***Mavzu***: MUSTAHKAMLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

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**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

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**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:SIFATLARNING ORTTIRMA DARAJA SHAKLI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

362-mashq. Anor, olma, shaftoli, uzum singari me- valarga ta'rif bering. Unda ishlatilgan sifatlarning darajasini belgilang.

B) Savollar orqali

1.Rang-tus bildiruvchi sifatlarning oddiy daraja shakliga misollar keltiring.

2.Maza-ta'm bildiruvchi sifatlarning oddiy darajadagi shakllari ishtirokida gaplar tuzing.

3.Keng, uzun, ulkan sifatlarining oddiy, qiyosiy, orttirma daraja shakllarini toping.

III.YANGI MAVZU BAYONI

Belgining me'yordan ortiq ekanligini bildirgan sifat shakli orttirma daraja shakli deyiladi.

Sifatning orttirma daraja shakli quyidagi yo'llar bilan hosil bo'ladi:

* + 1. oddiy daraja shaklidagi sifat oldidan eng, g'oyat, juda, nihoyatda, bag'oyat so'zlari keltiriladi: juda qizil, g'oyat shirin.
    2. oddiy daraja shaklidagi sifatning birinchi bo'g'ini tovush o'zgarishi bilan takrorlanadi: bus-butun, kap-katta, to'ppa- to'g'ri.

A) mashqlar orqali

363-mashq. Ko'chiring. Orttirma darajadagi sifatlarni topib, ularning hosil bo'lishini tushuntiring.

1. Hamma yoq top-toza. (O'. Umarbekov) 2. Yomg'iida cho'- milgan ko'z ilg'amas ulkan bog', qizil qum sepilgan xiyobonlar, hilol va yulduz shaklidagi gulzorlar yanada go'zalroq, yanada so'limroq ko'rinardi. (0. Yoqubov) 3. Dunyoda eng orzumand xalq o'zbek bc'lsa ajabmas. (.Rahman Qo'chqor) 4. Onamning ismi Enaxon, nihoyatda ko'ngilchan, zahmatkash ayol. (Muhammad Yusuf)

1. -mashq. Matnni o'qing. Ajratib ko'rsatilgan sifatlarni ko'chiring, ularning darajasini izohlang.

Kechqurun ishdan qaytayotganimda odam bo'yi keladigan Qor- boboning ko'm-ko'k ko'zlariga, rango-rang lampochkalarga mah- liyo bo'lib turgan bolalarni ko'raman... To'rt-besh yoshlar cha- masidagi qizil qalpoq kiygan bir bolagina Qorboboning dam yonib, dam o'chib turgan ko'zlaridan ko'zini uzmasdi. Dum-dumaloq lo'ppi yuzi, kichkina burni yodimda qoldi. Tim qora ko'zlari Qorboboda, ammo nazarimda, u Qorboboni ko'rmas, nimanidir o'ylardi. (O'. Umarbekov)

365mashq. Gaplarni o'qing. Sifatlarni aniqlang. Orttirma darajadagi sifatlarga izoh bering.

1. Qirg'ovullar O'rta Osiyodagi eng chiroyli qushlardan biridir. (S. Jalilov) 2. Olimlarning aniqlashicha, eng olis yulduzgacha bo'lgan masofa 160 ming yorug'lik yiliga teng ekan. (Matbuotdan) 3. Dunyoda eng bebaho, ammo benazir tarqatiladigan xazina bor. Bu ona mehri. (O'. Hoshimov) 4. Insonning hayot yo'li g'oyat murakkab va ko'p qirralidir. (Z Isamuhammedov) 5. Salqin, juda mazali buloq suvini ichganingiz sari ichgingiz kelaveradi. (N. Usmonova)

*IV. MUSTAHKAMLASH*

1.Sifatlarning orttirma darajasi qanday hosil qilinadi?

2.To'g'ri, alo, ulkan so'zlariga eng, juda, g'oyatda so'zlarini qo'shing.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

366 - mashq. Gaplarni ko'chiring. Orttirma darajadagi sifatlarning tagiga chizing.

1. Ish juda nozik, g'oyatda qo'rqinchli edi. (Abdulla Qodiriy) 2. Hovli ham, uy ham bo'm-bo'sh, hamma yoq suv quygandek jimjit edi. (O. Yoqubov) 3. Bog' juda katta, bir gektarcha keladi. (X. To'xtaboyev) 4. To'rda o'tirgan oppoq soqolli, kulcha yuzi qip- qizil, o'tkir ko'zli bir chol tomog'ini qirib gap boshladi. (Mirkarim Osim) 5. O'ng tomonda, jar boshida pastakkina kichkina bir uydan shovqin eshitiladi. (Oybek) 6. Qor tip-tiniq shudring tomchisiga aylandi. (J. Razzoqov)**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: SIFATLARNING QIYOSIY DARAJA SHAKLI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

366 - mashq. Gaplarni ko'chiring. Orttirma darajadagi sifatlarning tagiga chizing.

1. Ish juda nozik, g'oyatda qo'rqinchli edi. (Abdulla Qodiriy) 2. Hovli ham, uy ham bo'm-bo'sh, hamma yoq suv quygandek jimjit edi. (O. Yoqubov) 3. Bog' juda katta, bir gektarcha keladi. (X. To'xtaboyev) 4. To'rda o'tirgan oppoq soqolli, kulcha yuzi qip- qizil, o'tkir ko'zli bir chol tomog'ini qirib gap boshladi. (Mirkarim Osim) 5. O'ng tomonda, jar boshida pastakkina kichkina bir uydan shovqin eshitiladi. (Oybek) 6. Qor tip-tiniq shudring tomchisiga aylandi. (J. Razzoqov)

B) Savollar orqali

1.Sifatlarning orttirma darajasi qanday hosil qilinadi?

2.To'g'ri, alo, ulkan so'zlariga eng, juda, g'oyatda so'zlarini qo'shing.

III.YANGI MAVZU BAYONI

Belgining me'yordan biroz kam ekan- ligini qiyosan ifodalaydigan sifat shakli qiyosiy daraja shakli deyiladi. Qiyosiy daraja shakli -roq qo'shimchasi yordamida yasaladi.

A) mashqlar orqali

1. -mashq. Gaplarni o'qing. Qiyosiy darajadagi sifatlarni aniqlang va izohlang.

1. Bo'yi mendan kattarog'-u, o'zi sap-sariq. (O'. Hoshimov) 2. Aftidan, ovozim ham hozirgidan jarangdorroq edi, shekilli, ko'pgina yig'inlarda she'r o'qish menga topshirilar edi. (Turob To'la) 3. Bilmadim... oqshommi go'zalroq, tongmi?!. Bir-biridan go'zal, bir-biridan fusunkor. (Oybek) 4. Tilimiz dag'alroq, lekin juda boy, rangli, ohori to'kilmagan ertak, doston va qo'shiq ko'p. (Mirtemir) 5. Uning nazarida bundan suyumliroq, bundan ham zavqliroq va shavqliroq ish yo'q edi. (N. Fozilov)

1. -mashq. Ajratib ko'rsatilgan so'zlarga -roq qo'shimchasini qo'shing, so'z ma'nosiga qanday ta'sir qilishini aniqlang.

1. Bizning Shahlo o'zi kichkina bo'lsa ham, ancha ziyrak qiz. (Mirmuhsin) 2. Xoltoy yaxshi bola chiqdi. Hatto uning qo'ni- qo'shnilari ham bunga tan berishadi. (R. Azizxo'jayev) 3. Atrofda go'zal va ajoyib gullar o'sar edi. (Ertakdan) 4. Baxtiyorning shalpangquloq, jajji kuchukchasi bor. (A. Jo 'rayev) 5. Chuqur va xayolchan ko'zlarida sirli va sehrli bir holat aks etadi. (Omon Muxtor)

1. - mashq. Berilgan gaplardagi sifatlarning qaysi darajada ekanligini ayting.

1. Agar birorta kichikroq baliq suv yuziga suzib chiqsa, mushuk bir hamla bilan ushlab olar ekan. (Aziz Abdurazzoq) 2. Dunyoda do'stlikdan afzalroq, yoqimliroq narsa yo'q. (Sitseron) 3. Go'zallikdan ezgulik yaxshiroqdir. (H. Hayne) 4. Dunyoda johillikdan dahshatli- roq narsa yo'q. (Hyote) 5. Insonning aqli mushtidan ko'ra kuch- liroqdir. (F. Rable) 6. Nomus jondan ham qimmatliroq.(F. Shiller)

*IV. MUSTAHKAMLASH*

1.Sifatlarning qiyosiy darajasi qanday hosil qilinadi?

2.Kichkina, zangori, nordon so'zlariga -roq qo'shimchasini qo'shing va ma'noda ro'y berayotgan o'zgarishni izohlang.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

370-mashq.Uyga vazifa. «So'z ko'rki — maqol» mavzusida bog'lanishli matn tuzing. Unda ishlatilgan sifatlarni tahlil qiling.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **SIFATLARNING OZAYTIRMA SHAKLI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

370-mashq.«So'z ko'rki — maqol» mavzusida bog'lanishli matn tuzing. Unda ishlatilgan sifatlarni tahlil qiling. **B) Savollar orqali** 1.Sifatlarning qiyosiy darajasi qanday hosil qilinadi?2.Kichkina, zangori, nordon so'zlariga -roq qo'shimchasini qo'shing va ma'noda ro'y berayotgan o'zgarishni izohlang

III.YANGI MAVZU BAYONI

Belgining me'yordan kam ekanligini bildiruvchi shakl sifatning ozaytirma daraja shakli hisobla­nadi. Ozaytirma shakl sifatning oddiy daraja shakli oldiga I sal, biroz, picha, xiyla, nim so'zlarini qo'shish orqali hosil qilinadi.

Rang-tus bildiruvchi ayrim sifatlardan -(i)mtir, -ish qo'shimchalari yordamida ham ozaytirma daraja shakli yasala­di.

A) mashqlar orqali

mashq. Gaplarni o'qing. Ozaytirma daraja shaklidagi sifatlarni topib, ularning yasalishini tushuntirib bering.

1. Gulzorga to'kilgan bulturgi xazon ilma-teshik bo'lib, jigar- rang tus olgan. (O'. Hoshimov) 2. Shamning qizg'ish shu'lasi kulbaga fayz berib turar edi. (G'afur G'ulom) 3. Maxsum kichki- nagina, ozg'in, siyrak soqoli-yu qop-qora yuzidan yoshini chamal- ab bo'lmaydigan bir odam edi. (Abdulla Qahhor) 4. Shunda ulg'aydi bo'yi, Ko'ring bo'ldi yigitcha. Vazmin, tiyrak, chaqnoq ko'z, Sarg'ish soch-u oppoq yuz. (Po'lat Mo'min)

mashq. Ko'chiring. Ozaytirma daraja shaklidagi sifatlarning tagiga chizing.

1. U duduq, xiylagina duduq bo'lishiga qaramay sho'x, xush- chaqchaq, yaxshigina askiya ham qilar ekan. (Abdulla Qahhor). Xira yorug' ichkariga to'kiladi, gugurtcho'p alanga olib Olim Qodirovning kulcha, oqish yuzlarini, quyuq kipriklari va bezovta chaqnayotgan ko'zlarini bir zum yoritib, asta-asta pasayib o'chadi. (N. Tilabov) 3. Kalishlarni kiyib olaman. — Sag'al katta-ku!— dey- man sevinganimdan entikib. (Oybek) 4. Qoramtir osmon asta- sekin yorisha boshladi. (Ertakdari)

*IV. MUSTAHKAMLASH*

1.Sifatlarning ozaytirma daraja shakli deb nimaga aytiladi?

2.-(i)mtir, -ish qo'shimchalari yordamida ozaytirma sifatlar yasang.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

373-mashq. «Gulzorda» mavzusida matn tuzing. Unda sifatlarning ozaytirma daraja shaklidan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: SIFATLARNING MA'NO GURUHLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

373-mashq. «Gulzorda» mavzusida matn tuzing. Unda sifatlarning ozaytirma daraja shaklidan foydalaning.

B) Savollar orqali

Sifatlarning ozaytirma daraja shakli deb nimaga aytiladi?

-(i)mtir, -ish qo'shimchalari yordamida ozaytirma sifatlar yasang.

III.YANGI MAVZU BAYONI

Sifatlar qanday belgini ifodalashiga ko'ra quyidagi guruhlarga bo'linadi: 1) xususiyat sifatlari; 2) rang-tus sifatlari; 3) maza-ta'm sifatlari; 4) hajm-o'lchov sifatlari; 5) hid sifatlari; 6) makon-zamon belgisini bildiruv­chi sifatlar.

A) mashqlar orqali

374-mashq. Matnni o'qing. Sifatlarni topib, ularning ma'no guruh- larini aniqlang.

1. Qiz bo'lgan voqeani boshdan-oyoq aytib berdi. Ishonmay desalar, oldilarida bir talay xushbo'y, ko'm-ko'k bo'tako'z gullar turibdi. Ulardan mart oyining isi kelardi.

* Baxting ocliilib, o'n ikki oyning hammasi bilan birvara- kayiga uchrashibsan-u, guldan bo'lak hech narsa so'ramabsan-da. Men ... bittasidan oppoq qo'ziqorin, yana bittasidan barra bodring so'ragan bo'lardim. (Ertakdan) 2. Bir kuni ninacliilarning nafar- mon, yashil, zangori, malla tuslarini uyga keltirib, otamga maqtandim. (Murod Xidir)
  1. mashq. Matnni o'qib, sifatlarni aniqlang. Ularni ma'no guruh- lariga ajrating.

Bir cholning to'rtta navqiron o'g'li bor ekan. Bir kuni chol:

* Men qarib qoldim. Ichingizdan kim aqlli va davlatmand bo'lsa, menga merosxo'r bo'ladi,— debdi.

Eng katta o'g'il qizil yoqut ko'zli oltin uzugini, ikkinchi o'g'il zarbof choponini, uchinchisi bebaho kamarini ko'rsatib maqtanibdi.

Choi indamay turgan kenja o'g'ilga qarabdi.

* Menda bunday boyliklar yo'q, lekin mehnatkash qo'lim, botir yuragim, aqlli boshim bor, —debdi u.

Uning javobi cholga yoqibdi. Kenja o'g'ilga bor merosini qoldirishini aytibdi. (Rivoyat)

1. mashq. Uch guruhga bo'lining. Birinchi guruh rang-tus, ikkinchi guruh hajm-o'lchov, uchinchi guruh maza-ta'm sifatlariga misollar keltir- sin.

*IV. MUSTAHKAMLASH*

1.Xususiyat bildiruvchi sifatlarga misol ayting.

2.Rang-tus sifatlari qaysilar?

3.Maza-ta'mni bildiruvchi sifatlarga qaysilar kiradi'

4.Hajm-o'lchovni bildiruvchi sifatlarni qatnashtirib gaplar tu­zing.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

1. mashq. Uyga vazifa. Yaqin o'rtog'ingizga tavsif bering. Unda ishlatilgan sifatlarning ma'no guruhlarini aniqlang.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: XUSUSIYAT, HAJM-O'LCHOV, MAKON-ZAMON SIFATLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 vazifa. Yaqin o'rtog'ingizga tavsif bering. Unda ishlatilgan sifatlarning ma'no guruhlarini aniqlang.

B) Savollar orqali

* 1. Xususiyat bildiruvchi sifatlarga misol ayting.
  2. Rang-tus sifatlari qaysilar?
  3. Maza-ta'mni bildiruvchi sifatlarga qaysilar kiradi'

4/Hajm-o'lchovni bildiruvchi sifatlarni qatnashtirib gaplar tu­zing.

III.YANGI MAVZU BAYONI

Narsalarning turli xususiyat-holatlarini bildirganifatlarxususiyatsifatlari,hajmi, vazni, o'lchovi va Ishaklini bildirgan sifatlar hajm-o'lchov sifatlari, o'rin va I vaqtga nisbatan belgilarini bildirgan sifatlar makon-zamon sifatlari deyiladi.

1. mashq. Berilgan sifatlarning qanday belgi ifodalashini va sifatlar­ning qaysi ma'no guruhiga mansubligini aniqlang.

Uzun, qisqa, keng, baland, tungi, xursand, quvnoq, g'amgin, sho'x, kamtar, bulturgi, qishki, kechki, kuzgi.

1. mashq. Nuqtalar o'rniga berilgan sifatlardan mosini qo'yib ko'chi­ring va ularga izoh bering.

Bultur bahorda eshigimiz oldidagi gullarni sug'orayotgan edim, ... «Moskvich» kelib to'xtadi. Mashina eshigi ochilib, ... gavdali yigit tushib keldi, taniy olmadim.

* Hormang, dehqonchilik zo'r-ku! — dedi ... yigit do'rillagan ovoz bilan.

Shunda hayratdan baqirib yubordim:

* Iya, Toymisan?

Ha, xuddi o'sha Toyning o'zi. Faqat shuncha bo'y, bunaqa ... qo'1-oyoqlarni qayoqdan oldi ekan?

* Poshsha oyimlarni ko'rgani keldim! — dedi ... qomatiga uncha mos kelmaydigan alpozda muloyim jilmayib. (O'. Hoshimov)

So'zlar: katta, notanish, bahaybat, yap-yangi, zflbardast, uzun.

1. masnq. O'qing. Sifatlarni aniqlang, ularni xususiyat, hajm-o'lchov, makon-zamOn sifatlariga ajrating.

1. Oftob o'chyapti. Ko'm-ko'k osmonda suzib yurgan paxtadek yumshoq bulutlar yonayotgandek lovillardi. (Said Ahmad) 2. Hovli tor, devorlari baland, xuddi kattakon hovuzga o'xshar, buning ham to'rtdan birini ayvon egallagan edi. (Abdulla Qahhor) 3. Yozgi harakat — kuzgi barakat. (Maqol) 4. Hoji bobo har gapga bir maqol o'qiydigan ezmaroq tabiatli kishi bo'lsa ham, qo'li anchagina ochiq, xususan, hisobga no'noqroq odam edi. (G'afur G'ulom) 5. Usta qarigina, burni cho'tirroq, juda so'zamol, mahmadona kishi. (Oybek) 6. U juda dono qiz, Navoiy, Mashrab, Hofizlarni mayin, yoqimli ovozi bilan, chiroyli ohang berib juda ravon o'qiydi. (Oy­bek) 7. Donishmand chol naq yuz qovun pishig'ini ko'rgan bo'lsa- da, hamon hushyor va ziyrak, serfahm va zukko edi. (Murod Xidir

*IV. MUSTAHKAMLASH*

1.Xususiyat sifatlari ishtirokida gaplar tuzing.

2.Hajm-o'lchov sifatlariga misollar keltiring.

3.Makon-zamon sifatlarini izohlang.

**V. BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

381-inashq. O'z qishlog'ingiz (mahallangiz)ni ta'riflang. Unda xususiyat, hajm-o'lchov, makon-zamon sifatlaridan foydalaning

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: RANG-TUS, MAZA-TA'M VA HID SIFATLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

381-inashq. O'z qishlog'ingiz (mahallangiz)ni ta'riflang. Unda xususiyat, hajm-o'lchov, makon-zamon sifatlaridan foydalaning

B) Savollar orqali

1Xususiyat sifatlari ishtirokida gaplar tuzing.

2Hajm-o'lchov sifatlariga misollar keltiring.

3Makon-zamon sifatlarini izohlang.

III.YANGI MAVZU BAYONI

Narsalarning rang-tusini bildirgan si­fatlar rang-tus sifatlari, maza-ta'mini bildirgan sifatlar maza- ta'm sifatlari, hidini bildirgan sifatlar hid sifatlari deyiladi.

382-mashq. Matnni o'qing. Maza-ta'm va hid bildiruvchi sifatlarni o'zi bog'langan so'z bilan ko'chirib yozing.

1. Qaymoq bozoriga kirib, u kosadan yalab ko'rib, «achchiq» deb, bu kosadan yalab ko'rib, «suyuq» deb yursam, bir burchakda Ubay o'tiribdi. (G'afur G'ulom) 2. Elmurod chaynaganini yutib, nonga tikilib qoldi. Juda shirin. Bu qanday non o'zi? (Parda Tur- suri) 3. Lobarxon oyoqlarida zo'rg'a tursa ham, nur ko'rganidanmi yo dimog'ini qitiqlayotgan yoqimli hiddanmi, har qalay, tinmay jilmayar edi. (Mirzakalon Ismoiliy) 4. Chumchuqlar ham nima shirin, nima achchiqligini bilsa kerak. (S. Mardiyev) 5. Bir g'uncha edingiz yel ham tegmagan, ifor taralardi sizdan muattar. (Qodir Dehqori)

383-mashq. Gaplarni ko'chiring. Rang-tus sifatlarining tagiga chizing.

1. Sap-sariq oltinday cho'girilar, ko'k beqasam to'n kiyishib yotgan ananaslarni yegani ko'zingiz qiymaydi. (O'. Umarbekov) 2. Mamat olachipor, yashil tepalikdan pastlikka tomon yayov kel- moqda. (A. Qosimov) 3. Ko'z tashlab ko'rilsa, ko'm-ko'k suv ko'k charxiga o'xshaydi. Suvning etagi ko'k bilan birlashib ketgan. (G'afur G'ulom) 4. Samoning bulutlar siyrak, zangorisimon sahnida ham to'lishmagan qandaydir beshakl oy xira, rangsiz yiltiradi. (Oybek). Bahor keldi. Maktab sahnidagi o'riklarni oq, pushti gullar bilan bezadi. (Parda Tursun) 6. Yo'llarimda zangori ko'llar, oyna kabi tiniq va bejon. (Usmon Nosir)

*IV. MUSTAHKAMLASH*

* + 1. Rang-tus sifatlariga misollar keltiring.
    2. Maza-ta'm sifatlari qaysilar?
    3. Hid bildiruvchi sifatlarga misollar ayting.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

384-mashq.Oppoq, qora, tuzfiz, taxir, badbo'y sifatlari ishtirokida gaplar tuzing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **SIFATLARNING OTLASHUVI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

384-mashq.*Oppoq, qora, tuzfiz, taxir, badbo'y sifatlari ishtirokida gaplar tuzing*

B) Savollar orqali

1.Rang-tus sifatlariga misollar keltiring.

2.Maza-ta'm sifatlari qaysilar?

3.Hid bildiruvchi sifatlarga misollar ayting.

III.YANGI MAVZU BAYONI

Sifat bog'lanib kelgan ot ba'zan gapda tushib qoladi. Bunday vaqtda uning ma'nosi ham sifatga yuklanadi. Natijada sifat otlashib, egalik, kelishik, ko'plik qo'shimchalari bilan o'zgarish xususiyatiga ega bo'ladi va ot bajargan sintaktik vazifalarda keladi.

385-mashq. Otlashgan sifatlarni aniqlang. Ularning gapdagi vazifalarini belgilang.

1. Yoshroqlari olovga yaqinroq, keksalari bo'lsa, olovdan uzoq- roq o'tirishar edi. (Ertakdan) 2. Dono, aqllilar hech qachon yo'ldan adashmaydi.(«Odobnoma») 3. Endi senlar o'qib, oq- qorani taninglar, — deydi Xoliyor amaki. — Hozir dunyo ilmli odamlarniki. (N. Tilabov) 4. Bilimli biladi bilim hurmatin, Bilimsiz ne bilgay bilim qiymatin. (Yusuf Xos Hojib) 5. Yomon-u yaxshini xulqidin anglag'il, Yomonni yomon, yaxshini yaxshi bil. (Navoiy)

386-mashq.Egri, to'g'ri, katta, kichik, oq, qora, dono, nodon so'zlari ishtirokida gap tuzish bo'yicha musobaqa o'tkazing. Sifatlar gapda otlashib kelsin.

Nam una: 1-guruh: To'g'ri o'zadi, egri to'zadi. 2-guruh: To'g'rining gapi sariyog', egrining gapi to'mtoq.

* + - * 1. mashq. Maqollardagi otlashgan sifatlarni aniqlang. O'zingiz ham shunday maqollarga misollar ayting.

l.Yomon bilan yo'ldosh bo'lsang, Yomondan burun o'lasan. Yaxshi bilan sirdosh bo'lsang, Yaxshilik bilan unasan. 2. Dono — durdan a'lo. 3. Baxilning qo'lida oy bo'lsa, olamni yoritmas. 4. Kat- taga katta bo'l, kichikka — kichik. 5. Hunarli o'lmas, hunarsiz kun ko'rmas. 6. Achchiqni achchiq kesar.

*IV. MUSTAHKAMLASH*

Sifatlar qachon otlashadi?

Sifatlar otlashganda qaysi qo'shimchalarni oladi?

Otlashgan sifatlarning gapdagi vazifasi haqida so'zlang.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

* + - * 1. mashq. Tarkibida otlashib kelgan sifatlar bo'lgan hikmatli so'z, maqol va matallardan namunalar yozing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **MUSTAHKAMLASH**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

388-mashq. Tarkibida otlashib kelgan sifatlar bo'lgan hikmatli so'z, maqol va matallardan namunalar yozing. **B) Savollar orqali**1.Rang-tus sifatlariga misollar keltiring.

2.Maza-ta'm sifatlari qaysilar?

3.Hid bildiruvchi sifatlarga misollar ayting.

**III.YANGI MAVZU BAYONI**

1-topshiriq. Matnni o'qing. Sifatlarni topib, jadvalga joylashtiring.

Hovlining yarmiga yaqin joyga tangadek oftob tushirmaydigan qari tut barglari sarg'aya boshlagan...

Shu tut tagida oppoq bir it supurgi ustida uxlab yotibdi. Kichkinagina belida belbog'dek ikkita — biri qora, biri jigarrang chizig'i bor. Xuddi kimdir ataylab bo'yab qo'yganga o'xshab ko'rinadi. Tumshug'i bilan ikki ko'zi qop-qora. Bir ko'zining tepasida to'mtoq qoshi ham bor.

|  |  |
| --- | --- |
| Sodda sifat | Qo'shma sifat |
|  |  |

2-topshiriq. Matnni o'qing, sifatlarni aniqlang. Bahorni tasvirlab matn tuzing, ularda sifatlardan foydalaning.Ko'k yuzida pag'a bulut — oq bulut, Oq bulutdan sut yog'armi yoki qut? Pag'a bulut — yaxshi ko'klam elchisi, Havolarda yomg'ir isi, sel isi... (Mirtemir)

3-topshiriq. Yozing, gapdagi sifatlarni topib, ularni izohlang.

1. Oftob balandroq ko'tarildi-yu, bulutlar tarqab, tog'larda ham havo ochilib ketdi. 2. Cho'qqilar awalgidan ham oqroq va silliqroq ko'rinadi. 3. Oyko'l qishlog'ida na ko'l bor, na kattaroq ariq. 4. Oqlangan maktab binosi oydinda ko'kishroq ko'rinadi. 5. Kuy ta'sirida tog'lar awalgidan azizroq va ulug'vorroq ko'rinib ketdi. (P. Qodirov)

1. topshiriq. Oddiy, qiyosiy, orttirma darajadagi sifatlarga misollar keltiring va ular ishtirokida gaplar tuzing.
2. topshiriq. Kitob, quyosh, bog', suv, ona, do'st so'zlariga eng ko'p sifat topish bo'yicha «Topqirlar» musobaqasini uyushtiring.

Nam una: kitob: o'qishli, qiziqarli, muqovali, zerikarli, qadimgi, ilmiy, tarixiy...

*IV. MUSTAHKAMLASH*

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**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

1. topshiriq. Uyga vazifa. Sifatlar ishtirokida «Osmonimiz hamisha beg'ubor boisin» mavzusida matn tuzing. Unda ishlatilgan sifatlarning ma'no guruhlarini aytib bering.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:SON

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

6-topshiriq. Uyga vazifa. Sifatlar ishtirokida «Osmonimiz hamisha beg'ubor boisin» mavzusida matn tuzing. Unda ishlatilgan sifatlarning ma'no guruhlarini aytib bering.

B) Savollar orqali

III.YANGI MAVZU BAYONI

**Narsalarning son-sanog'i va tartibini I bildirib, qancha? necha? nechanchi? so'roqlariga javob I boiadigan so'zlar son deyiladi.**

389-mashq. Matnni o'qing. Sonlarni o'zi bog'langan so'zlar bilan birga ko'chiring va qanday so'roqqa javob bo'lishini aniqlang.

Choy odamlarga juda qadimdan ma'lum. Kishilar choyni dast- lab dori o'rnidagina iste'mol qilishgan. Bundan besh ming yil muqaddam yozib qoldirilgan qo'lyozmalardan birida: «Choy kishining ruhini ko'taradi, yurakning ishini muloyimlashtiradi, hordiq chiqaradi, tanani tozalaydi va zehnni ravshanlashtiradi», deyilgan.

Hozirgi vaqtda bir yilda dunyo bo'yicha taxminan sakkiz yuz ming tonnadan bir million tonnagacha choy yetishtiriladi, shuning uchdan bir qismi Hindistonga to'g'ri keladi.

Rossiyaga dastlab Mongoliyadan 1638-yilda dori sifatida choy yuborilgan. 1833-yili Qrimda, 1846-yili Gruziyada tajriba uchun choy ekilgan... («Qiziqarli geografiya»dari)

390-mashq. Berilgan gaplardagi sonlarni aniqlang, ularning shakliga e'tibor bering.

1. Ikki soatlar eshakda yurib, tog'dan-tog'ga o'tib andak toliqqan edim. (I. G'afurov) 2. Yetimlik nimadir, bizlardan so'ra, O'ninchi yillarning sargardonligi... Isitma aralash qo'rqinch tush kabi Xayol ko'zgusidan o'chmaydi sira. (G'afur G'ulom) 3. Globusda bo'lgan har kichik nuqta, Millionlab qondoshga vatan, albatta. (G'afur G'ulom) 4. Beruniy Amerika qit'asining borligini Kolumbdan 450 yil awal taxminlagan. (Asqad Muxtor)

*IV. MUSTAHKAMLASH*

* + 1. Son deb nimaga aytiladi?
    2. Sonlar qanday yoziladi?
    3. 156, 1005, 174536 sonlarini harf bilan yozing va imlosini

tushuntirib bering.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

391-mashq.O'zingizning taijimayi holingizni yozing va unda ishlatilgan sonlarni izohlang.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **SONLARNING MA'NO GURUHLARI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

391-mashq.O'zingizning taijimayi holingizni yozing va unda ishlatilgan sonlarni izohlang.

B) Savollar orqali

* + 1. Son deb nimaga aytiladi?
    2. Sonlar qanday yoziladi?
    3. 156, 1005, 174536 sonlarini harf bilan yozing va imlosini

tushuntirib bering. III.YANGI MAVZU BAYONI

Sonlar narsalar, belgi-xususiyatlar, harakat-holatlarining miqdori yoki tartibini bildiradi. Shunga ko'ra sonlar ikki guruhga bo'Iinadi: 1) miqdor sonlar; 2) tartib sonlar.Miqdor sonlar qanday miqdorni bildiri- shiga ko'ra sanoq, dona, chama, taqsim, jamlovchi, kasr sonlarga bo'Iinadi.

* + - 1. ashq. Gaplarda ishtirok etgan sonlarni taqqoslang. Ularning farqini tushuntiring.

1. Nihoyat, butunlay holdan toyib, ikkovining qimirlashga ham majoli qolmay, taxtaday qotib turaverishibdi. (Ertakdan) 2. Qulupnayning mevasi naviga qarab, uchtadan — saksontagacha bo'lishi ham mumkin. (M. Nabiyev) 3. Besh-oltita tinish belgi kelib bugun, o'tkazmoqqa qaror qildi jiddiy yig'in. (Sulton Jo'ra)

* + - 1. mashq. Nuqtalar o'rniga quyida berilgan sonlardan mosini qo'yib, gaplarni ko'chiring.

1. Shaharda ... doktorxona bor (Abdulla Qahhor) 2. Shu ya- qinda o'tib ketayotgan ... ovchi ularni ko'rib, behad sevinishibdi va urishqoqni aravaga ortib ketishibdi. («Ikki bug'u» ertagidan) 3. Biz Turkiston tizma tog'ining etagida, shahardan ... chaqirim naridagi kichkina qishloqda turar edik. (Po 'lat Mo 'mm) 4. Bu yerlarga egalik huquqini qo'lga kiritganimizning ... yili o'tib bormoqda edi. (Fenimor Kuper) 5. Ruxsat bersangiz, oilamiz haqida ham ... og'iz so'zlab o'tsam. (X. To'xtaboyev) 6. ... eksang ... o'rasan. (Maqol)

Sonlar: birni, o'nni, yigirma besh, ikki-uch, ikkala, birinchi, bitta.

* + - 1. mashq. Boshqotirma. Kataklarga tegishli sonlarni to'g'ri joylash- tirsangiz, o'rtadagi ustunchada to'qqiz so'zi hosil bo'ladi.

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| --- | --- | --- | --- | --- | --- |
| 1. Uchinchi o'nlik | |1 |  |  |  | |
| 2. Birinchi o'nlik |  | 2 |  |  | |
| 3. To'rtinchi o'nlik |  | 3 |  |  |  |
| 4. To'qqizinchi o'nlik | 4 I |  |  |  |  |
| 5. O'nlikning ikkinchi soni |  | 5 |  |  |  |
| 6. Yuzlik son | 6 , |  |  | | |

*IV. MUSTAHKAMLASH*

1.Miqdor va tartib sonlarning o'zaro farqini ayting. Miqdor sonlar qanday turlarga bo'Iinadi?

2.Beshtadan, bir yarim, oltovlon, ikkita sonlarining ma'no turlarini ayting va ular ishtirokida gaplar tuzing.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

395-mashq.Uyga vazifa. Avval miqdor sonlarni, keyin tartib sonlarni o'zi bog'langan so'zlar bilan birga ko'chiring.

1. Birinchi bor kelganimda Yetti yoshdaydim u choq. Boshqalarga ochgan kabi Ochding menga ham quchoq. O'z bag'ringda ulg'aytirding, Hozir kirdim o'n to'rtga. (Po'lat Mo'miri) 2. Bi­rinchi badiiy asarim — «To'rt maktub» hikoyasi edi. (O'. Hoshi­mov) 3. Rosa o'n olti yil «Toshkent oqshomi» gazetasida bo'lim mudiri bo'lib ishladim. (O'. Hoshimov) 4. Ikki she'r daftarning ikki betida, Bir yonda — aruziy, Bir yonda — barmoq. (E. Vo­hidov)

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **SANOQ SON**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.Miqdor va tartib sonlarning o'zaro farqini ayting. Miqdor sonlar qanday turlarga bo'Iinadi?

2.Beshtadan, bir yarim, oltovlon, ikkita sonlarining ma'no turlarini ayting va ular ishtirokida gaplar tuzing.

B) Savollar orqali

1.Miqdor va tartib sonlarning o'zaro farqini ayting. Miqdor sonlar qanday turlarga bo'Iinadi?

2.Beshtadan, bir yarim, oltovlon, ikkita sonlarining ma'no turlarini ayting va ular ishtirokida gaplar tuzing.

III.YANGI MAVZU BAYONI

Son-sanoqni bildiruvchi sonlar sanoq sonlar deyiladi. Sanoq sonlar yozuvda, ko'pincha, arab raqami bilan yoziladi.

396-mashq. Sanoq sonlar ishtirok etgan gaplarni ko'chirib yozing.

1. Bolalar davrani ikki aylandi, qo'l berib ko'rishishdi. (Tog'ay Murod) 2. Oqibat ikkovi-da baravar yiqildi. (Tog'ay Murod). 3. Uning mo'ljali besh-olti kilometr yurib qaytish edi, biroq yangi mashina, to'g'ri va ravon asfalt yo'l havasini keltirdi-yu, rayon markaziga tushib chiqishga qaror berdi. (Abdulla Qahhor) 4. Ah- madjon chaqiriq qog'ozini yana bir marta o'qib chiqdi, keyin uni ikki buklab, ko'krak cho'ntagiga solib qo'ydi. (Oydiri) 5. To'tiniso hovlini sotib, ikki yetimni o'z qishlog'i Rafqonga olib ketdi. (Ab­dulla Qahhor) 6. To'nimning etaklarini yig'ishtirib, Qashqamga bir-ikki qamchi bergan edim, jonivor shataloq otib ketdi. (Abdulla Qodiriy)mashq. Sonlar qatnashgan topishmoqlarni bilasizmi? Ularni daftaringizga yozing.

mashq. Berilgan gaplardagi sanoq sonlarni toping.

1. Yetti o'lchab, bir kes (Maqol). 2. Qishpolvon o'z vazifasin uch oy ichra o'tarkan, Xizmat qilish navbat bilan Bahoroyga o'tarkan. (Po 'lat Mo 'miri) 3. Kuzatishimcha, odamlar gapirayot- gan gapning, taxminan, yetmish-sakson foizi ortiqcha ekan. (Asqad Muxtor) 4. Ular yana besh qadam bosishgach, o'ra labiga kelishdi. (Tohir Malik) 5. Bu sopol ko'za-chi, so'zimga ishon, Sodiq xiz­mat qildi ming yil odamga. (Qodir Dehqori)

*IV. MUSTAHKAMLASH*

Sanoq sonlar nimani bildiradi va ular qanday ifodalanadi?

Yuzlik sonlar qanday hosil qilinadi?

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

399-mashq.. «Ko'chat ekib, bog' yarating» mavzusida matn tuzing. Matnda sanoq sonlardan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **DONA SON, UNING YASALISHI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

399-mashq.. «Ko'chat ekib, bog' yarating» mavzusida matn tuzing. Matnda sanoq sonlardan foydalaning.

B) Savollar orqali

Sanoq sonlar nimani bildiradi va ular qanday ifodalanadi?

Yuzlik sonlar qanday hosil qilinadi?

III.YANGI MAVZU BAYONI

Narsalarning miqdorini donalab ifoda­laydigan sonlar dona son deyiladi. Ular -ta qo'shimchasi yordamida yasaladi.

Donalash ma'nosi -ta qo'shimchasidan tashqari dona so'zi bilan ham ifodalanadi.

Donalab sanalayotgan narsalarning turini ta'kidlash uchun -ta qo'shimchasi o'rnida bosh (hayvonlar), nafar (shaxslar), tup (o'simliklar,. litr (suyuqlik), gramm (og'irlik) kabi so'zlar ham ishlatiladi.

1. Kecha tog'ang berib ketgan zog'oradan ikkitasini olib qo'yganman, birgalashib choy ichamiz. 2. Nafis chayqaladi bir tupna'matak Yuksakda shamolning belanchagida, Quyoshga ko'tarib bir savat oq gul, Viqor-la o'shshaygan qoya labida. (Oybek) 3. De- razamning oldida bir tup O'rik oppoq bo'lib gulladi. (Hamid Olim­jon) 4. Bir tup kessang, o'n tup ek. (Maqol) 5. Jo'jalardan ikkitasini kalxat oldi, qolgan ikki kam o'ttiztasi o'sib tovuq bo'ldi. Sakkiztasini olib qolib, yigirmatasini bozorga olib borib sotib, bitta ona-bola echki olib kelib, bularni ham boqa berdi. (Ertakdari)

401-mashq. Dona sonlarni qatnashtirib gaplar yozing. Dona sonlarni yasovchi vositalarning tagiga chizing.

^ 402-mashq. Qavs ichidagi sonlarni kerakli shaklga solib, gaplarni ko'chiring.

1. So'ylasin Afrosiyob-u So'ylasin O'rxun xati, Ko'hna tarix shodasida (bir) maijon, o'zbegim. (E. Vohidov) 2. Saidiy kelganda Murodxo'ja domla (to'rt) gina sigirni sog'ib eplamagan xotinining palpisligidan koyib urishmoqda edi. (Abdulla Qahhor) 3. (Bir) kampir Ahmadjonni (ikki) sherigi bilan uyiga olib kirdi. (Abdulla Qahhor) 4. Meni qo'rqitayotgandir desam, (ikki)si chindan sudrab chiqib avtomobilga soldi. (Abdulla Qahhor) 5. Birinchi arava g'il- diraklariga bog'langan (uch) ot bor-u, qolgan otlardan darak yo'q. (Mirmuhsin)

*IV. MUSTAHKAMLASH*

Dona sonlarning yasalishi haqida gapiring.

-ta qo'shimchasi va dona, tup, nafar, bosh so'zlari yordamida hosil bo'lgan dona sonlar ishtirokida gaplar tuzing.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

403-mashq.Uyga vazifa. Dona sonlarni qatnashtirib «Bahorgi dala ishlari» mavzusida hikoya yozing. Dona sonlarning yasalishini tushuntirib bering.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **CHAMA SON, UNING YASALISHI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

403-mashq.Uyga vazifa. Dona sonlarni qatnashtirib «Bahorgi dala ishlari» mavzusida hikoya yozing. Dona sonlarning yasalishini tushuntirib bering.

B) Savollar orqali

Dona sonlarning yasalishi haqida gapiring.

-ta qo'shimchasi va dona, tup, nafar, bosh so'zlari yordamida hosil bo'lgan dona sonlar ishtirokida gaplar tuzing.

III.YANGI MAVZU BAYONI

Narsaning miqdorini taxminlab, chama- lab ko'rsatadigan sonlarga chama son deyiladi. Ular -tacha, -lab, -larcha kabi qo'shimchalar yordamida yasaladi.

404-mashq. Gaplarda qatnashgan sonlarni aniqlang. Ulardan chama son shakllarini hosil qilib, o'zi birikkan so'z bilan ko'chiring.

1. Bekatda o'n odam avtobus kutib turishardi 2. Barvasta, yoshi ellikka borib qolgan bo'lsa ham, qomati sambitdek tik. (X. To'xtaboyev) 3. Mashrab bilan Akmal esa o'n besh-yigirma bolaga javobgar. (O. Yoqubov) 4. Ichkaridan yoshi yetmishlardan oshgan nuroniy bir chol chiqib kelibdi. (N. Aminov) 5. Shoikrom o'n kuncha ilgari ishga ketayotib birrov kirib ukasidan hoi so'ragan edi. (O'. Hoshimov) 6. Yo'q, uning oldida bundan besh-olti yil ilgarigi yarimta tana emas, katta qalb, katta hayot egasi go'zal hayot qo'shig'ini kuylardi. (O'. Umarbekov)

^ 405-mashq. Gaplardagi sonlarni guruhlarga ajratib, jadvalga joy- lashtiring.

1. Axir o'n ikki yashar ukasini ko'rmaysizmi, shu yoshidan uloq chopmoqchi. (Abdulla Qodiriy) 2. Og'zini yumganicha, ovozini ichiga yutib, bir-ikki kulib oldi u. (X. To'xtaboyev) 3. Uch-to'rt pud g'alla ketsa ketar. Bir qop g'alla deb, hammasidan ayrilib qolmaylik tag'in! (O. Yoqubov) 4. Tarixingdir ming asrlar, Ichra pinhon, o'zbegim. Senga tengdosh Pomir-u Oqsoch Tiyonshon, o'zbegim. (E. Vohidov) 5. Bayroq dastasida, stanokda, g'ishtda ming- minglab qo'llar taftini sezaman. (Asqad Muxtor)

|  |  |  |
| --- | --- | --- |
| Sanoq son | Dona son | Chama son |
|  |  |  |

mashq. Birdan o'ngacha bo'lgan sanoq sonlardan chama sonlar hosil qiling va ular ishtirokida birikmalar tuzing.

B) Savollar orqali

*IV. MUSTAHKAMLASH*

1. Chama sonlarni hosil qiluvchi vositalar haqida gapirib bering.
2. Adabiyot kitobingizdan chama sonlar qatnashgan 6 ta gap topib yozing. Ularning yasalishini tushuntiring.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

* 1. mashq.«Ertaklar olamiga sayohat» mavzusida hikoya tuzing. Unda chama sonlardan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **JAMLOVCHI SON, UNING YASALISHI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.«Ertaklar olamiga sayohat» mavzusida hikoya tuzing. Unda chama sonlardan foydalaning.

B) Savollar orqali

1.Chama sonlarni hosil qiluvchi vositalar haqida gapirib bering.

2.Adabiyot kitobingizdan chama sonlar qatnashgan 6 ta gap topib yozing. Ularning yasalishini tushuntiring.

III.YANGI MAVZU BAYONI

Narsalarning miqdorini jamlab ko'r- satadigan sonlar jamlovchi sonlar deyiladi. Ular -ov, -ala, -ovlon kabi qo'shimchalar yordamida yasaladi.

-ov, -ala qo'shimchalari faqat ikki- dan o'ngacha bo'lgan sonlarga qo'shilib, jamlik ma'nosini ifodalaydi. Bu qo'shimchalar unli bilan tugagan sanoq son­larga qo'shilganda asos qismdagi i unlisi tushib qoladi.

* 1. mashq. Avval sanoq sonli, keyin dona sonli, so'ng chama va jamlovchi sonli gaplarni yozing.

1. Ikkovining orasida hech qanday sir yotmaydi. (Ibrohim Rahim) 2. Sizlar mana shu to'qqizta xivichni birga qo'shib sindirib ko'ringlar-chi! (Ertakdan) 3. U yig'lab, to'rt tomonga yuguribdi. (Ertakdan) 3. Bunyod yetti kun kezdi. Yetti qora tun kezdi. Eng oxiri tun chog'i Bir hid sezdi dimog'i. (Hamid Olimjon) 4. Po'lat qizga nisbatan bir yosh katta bo'lsa ham bir-biriga yondosh bo'lib, qadrdon qo'shni edilar. (Sh. Rashidov) 5. Yuragi shuvullab, chek- lanib o'tarkan, uch-to'rt yashar qizchaga ko'zi tushdi. (Oybek) 6. Durroj ham Sherning so'zini ma'qul ko'rdi va shu o'rmonda ikkovi do'stona yashay boshladi. (Navoiy) 7. To'rtko'z bo'lsa bizdan o'n qadamcha ilgariroqda chopib borar, goh bizga yaqin kelib, atrofimizda o'ynoqlar edi. (G'ayratiy)

* 1. mashq. Nuqtalar o'rniga quyida berilgan sonlardan mosini qo'yib, gaplarni ko'chiring.

1. ... tepalik orqasiga o'tib qarasak, bir chuqurga tushib qolgan To'rtko'z badanidan qon oqib ingrab yotibdi. (G'ayratiy) 2. Umid- jon jonholatda ... qo'li bilan boshini ushlab: «Yo'q, kerak emas, podshoh bo'lmayman», deya qichqirib yubordi. (N. Aminov) 3. Har ... mehmon: «Biz, farosatsizlarni kechiring, otaxon», deya mez- bonning oyog'iga yiqilishdi. (TV. Aminov). 4. Hotamjon ... oyog'ini qimirlatolmay yotardi. (O'. Umarbekov) 5. ... dalaning poynagiga qarab yurdilar. (G'afur G'ulom)

Sonlar: *Ikkalamiz, uchala, ikkala, uchovlari, bir, bitta.*

*IV. MUSTAHKAMLASH*

* + 1. Jamlovchi sonlar qanday yasaladi? Ular nima uchun shun­day nomlanadi?

2,Jamlovchi son yasovchi qo'shimchalar qaysi son asoslariga qo'shilganda ular tarkibida o'zgarish yuz beradi?

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

1. - mashq. «0ltovlon ola bo'lsa, og'zidagin oldirar, To'rtovlon tugal bo'lsa, unmaganni undirar» maqoli asosida hikoya tuzing. Unda sonlardan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **TAQSIM SON, UNING YASALISHI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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. «0ltovlon ola bo'lsa, og'zidagin oldirar, To'rtovlon tugal bo'lsa, unmaganni undirar» maqoli asosida hikoya tuzing. Unda sonlardan foydalaning.**B) Savollar orqali**

1.Jamlovchi sonlar qanday yasaladi? Ular nima uchun shun­day nomlanadi?

2.Jamlovchi son yasovchi qo'shimchalar qaysi son asoslariga qo'shilganda ular tarkibida o'zgarish yuz beradi?

III.YANGI MAVZU BAYONI

Narsalarning miqdorini taqsimlab ko'rsatadigan sonlarga taqsim son deyiladi. Ular -tadan qo'shimchasi yordamida yasaladi.

412-mashq. Gaplarni o'qing. Taqsim sonlarni topib, yasalishini tu­shuntiring.

1. Azim har yelkasiga to'rttadan odam sig'adigan yigit bo'libdi. (.Abdulla Qahhor) 2. Laylak har yili uchtadan bola ochar ekan. (Ertakdan) 3. U bu yilgi bahorda har yuz ona qo'ydan bir yuz yigirma bittadan qorako'l qo'zisi oldi. (G'afur G'ulom) 4. Eshakning ustiga ikkitadan bo'lib mindik. (X. To 'xtaboyev) 5. Ular ikkitadan bo'lib saf tortishdi.

1. - mashq. Arab raqamlarida berilgan sonlarni harflar bilan yozing, ular ishtirokida gaplar tuzing.

7—8 tadan, 15 ovi, 2 tasi, 25 tadan, 50 tadan, 3 tachasidan, 9 tadan, 1 tadan, 7 tadan.

1. -mashq. Gaplarni ko'chiring. Taqsim sonlarning tagiga chizib, hosil bo'lishini tushuntiring.

1. Men ikkoviga bittadan ezilgan shaftoli beraman. (Oybek) 2. Qurolsiz, navkarsiz mulla Fazliddin Ahmad Tanbalday yuz-ikkiyuztadan qurolli yigitlari bor beklarga qanday bas keladi?! (P. Qodirov) 3. Har binning oldiga bir siqimdan mayiz, ikkitadan non, bir choynakdan choy qo'yib chiqdim. (M. Abdullayev) 4. Pa- kana buvi tuxum olib hammamizga ikkitadan ulashib chiqdi. (X. To'xtaboyev) 5. Odamlar bitta-ikkitadan bo'lib maydonga to'plana boshlashdi. (A. Abdumalikov)

*IV. MUSTAHKAMLASH*

1.Taqsim sonlar qanday hosil qilinadi?

2.Ular gapda qanday gap bo'lagi vazifasini bajaradi?

3.Taqsim sonlar ishtirokida gaplar tuzing.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

415-mashq.Uyga vazifa. Gaplarni o'qing, sonlarni ajratib oling va ularni taqsim sonlarga aylantirib gaplar tuzing.

1. Bulbulning maqomlari, kuylari to'qqiz yuz to'qson to'qqiz emish... (Oybek) 2. Hamma yerim o'ttiz yetti gektar. (G'afur G'ulom) 3. Bitta qovun kamida o'n so'm turadi. (X. To'xtaboyev) 4. Go'yo quyoshning botishini birinchi marta ko'rayotgandek ko'zlarida hay- rat aks etdi. (N. Arslonov) 5. Poyezddan tushgan uch-to'rt yo'lovchi tarqalib, bekatda Yigitalining yolg'iz o'zi qoldi. (Tohir Malik)

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:  KASR SONLAR. ULARNING YASALISHI VA IMLOSI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

415-mashq.Uyga vazifa. Gaplarni o'qing, sonlarni ajratib oling va ularni taqsim sonlarga aylantirib gaplar tuzing.

1. Bulbulning maqomlari, kuylari to'qqiz yuz to'qson to'qqiz emish... (Oybek) 2. Hamma yerim o'ttiz yetti gektar. (G'afur G'ulom) 3. Bitta qovun kamida o'n so'm turadi. (X. To'xtaboyev) 4. Go'yo quyoshning botishini birinchi marta ko'rayotgandek ko'zlarida hay- rat aks etdi. (N. Arslonov) 5. Poyezddan tushgan uch-to'rt yo'lovchi tarqalib, bekatda Yigitalining yolg'iz o'zi qoldi. (Tohir Malik

B) Savollar orqali

* + 1. Taqsim sonlar qanday hosil qilinadi?
    2. Ular gapda qanday gap bo'lagi vazifasini bajaradi?
    3. Taqsim sonlar ishtirokida gaplar tuzing.

III.YANGI MAVZU BAYONI

Butun miqdorning qismini ifodalovchi , sonlar kasr son deyiladi. Butun miqdorni bildiruvchi qism ko'pincha chiqish kelishigida keladi: o'ndan bir, uchdan ikki

fodalari ikkidan bir,**to'rtdan bir, sakkizdan bir tarzida, shuningdek, yarim, chorak, nimchorak tarzida o'qiladi.**

417-mashq. Berilgan gaplardagi kasr sonlarni aniqlang.

1. Bolalar eshaklarga yem berib, o'zlari ham oz-ozdan non yeb olishguncha yarim soatcha vaqt o'tdi. (O. Yoqubov) 2. Oilada kimda-kim sahar soat to'rt yarim-beshlarda uyg'onsa, o'sha kar- tochkani olib, yuzga yaqin odamdan iborat navbatga chopadi. (S. Azimova) 3. Yo'lning kengligi 10,5 metrni tashkil qiladi. 4. Re- janing uchdan ikki qismi bajarildi.

* + - 1. mashq. Quyidagi sonlar yana qanday ifodalanadi. Ularni qatnash­tirib gaplar tuzing.

Chorak, yarim, nimchorak, beshdan bir, uchdan ikki.

* + - 1. mashq. Kasr sonli gaplarni daftaringizga ko'chiring. Kasr son­larning qanday ifodalanishini ayting.

1. Navro'z juda qadimiy bayramlardan, ya'ni salkam 3000 yillik tarixga ega. («Gulxan»dan) 2. Tanlariga sal qon yugurgan bolalar qoplarni ortib, ikki yuz qadam yurar-yurmas, uchinchi kechuvga duch kelishdi. (O. Yoqubov) 3. U bu xabarni eshitib, yarim kechasi otda yo'lga tushibdi. (O'. Umarbekov) 4. Ularning to'rtdan uch qismi o'z ahamiyatini yo'qotdi. (U. Normatov) 5. Bi­rinchi kuni gazlamaning to'rtdan bir qismi, ikkinchi kuni qolgan gazlamaning beshdan bir qismi sotildi. («Matematika»dan)

*IV. MUSTAHKAMLASH*

* + - * 1. Kasr sonlar nimani ifodalaydi?
        2. Kasr sonlarni ifodalovchi so'zlarni ayting.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

420-mashqUyga vazifa. «Bozorda» mavzusida kasr sonlarni qatnash­tirib hikoya tuzing.

**Muallif: D. Haydarova**

**- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: HISOB SO'ZLARI

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

420-mashqUyga vazifa. «Bozorda» mavzusida kasr sonlarni qatnash­tirib hikoya tuzing.

B) Savollar orqali

* + - * 1. Kasr sonlar nimani ifodalaydi?
        2. Kasr sonlarni ifodalovchi so'zlarni ayting.

III.YANGI MAVZU BAYONI

Sanoq son bilan sanaladigan narsalarni ifodalovchi so'z o'rtasida qo'llanilib, bu narsaning o'Ichovini bildiradigan so'zlar hisob so'zlari sanaladi.

mashq. Quyidagi gaplardagi hisob so'zlarini aniqlang.

1. Ikki hafta davomida erta tongdan qorong'i tushguncha loy tashishdi. («Turf a rang tabiat») 2. Nekman, serhosilman, har dona mevam 200—250 gramga boradi. (I. To 'xtasinov) 3. Shu orada mez- bon ikki hovuch arpa solingan tog'orachani keltirib «Eshak»ning oldiga va bir bog' beda keltirib, «Ho'kiz»ning oldiga qo'yibdi. (N. Aminov) 4. Umri xola bir qo'li bilan uniqqan chit ko'ylagining etagini mahkam changallab olgan, etak ichida ikki hovuch pishgan- pishmagan aralash qulupnaylar ko'rinib turar edi. (O'. Hoshimov)

Qo'limda bir metr keladigan irg'ay tayoq (P. Qodirov)

Ko'rsatkich barmog'i bilan tirnoq yuzasi burchagidagi nuqtani 3—4 daqiqa mobaynida bosib turing, shunda tish og'rig'i taqqa to'xtaydi. («Dardingizni olay» kitobidan)

mashq. Tovoq, ko'za, etak, lahza, tomchi, hovuch hisob so'zlaridan mosini nuqtalar o'rniga qo'yib, gaplarni ko'chiring.

1. Mehnat-u mashaqqat bilan bir ... oltin yig'ganman («Ma'rifat darg'alari» kitobidan) 2. Bir ... o'zimni yo'qotib qo'ydim (P. Qodirov) 3. Bundan kuniga burunga 3—4 ... tomizib tursangiz bormi, darddan butkul forig' bo'lasiz. («Saodat» jumalidan) 4. U darrov hushini yig'ib oldi. Qo'lini yuvdi-da, bir ... suv ichdi. (O. Husanov) 5. Qol, sen uchun ikki ... paxta terib beraman, — dedi (Sh. Xolmirzayev) 6. Ikki ... palov hash-pash deguncha yo'q bo'ldi. (Sh. Xolmirzayev)

*IV. MUSTAHKAMLASH*

1.Qanday so'zlar hisob so'zlari deyiladi?

2.Hisob so'zlari necha turga bo'Iinadi?

3.Masofa, vaqt va sath o'lchovini bidiruvchi so'zlar qaysilar? Ular yordamida birikmalar hosil qiling.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

423-mashq.Uyga vazifa. Hisob so'zlari ishtirokida «Sirli tabiat» mavzu­sida kichik hikoya tuzing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:**TARTIB SONLAR**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

423-mashq.Uyga vazifa. Hisob so'zlari ishtirokida «Sirli tabiat» mavzu­sida kichik hikoya tuzing.

B) Savollar orqali

1.Qanday so'zlar hisob so'zlari deyiladi?

2.Hisob so'zlari necha turga bo'Iinadi?

3.Masofa, vaqt va sath o'lchovini bidiruvchi so'zlar qaysilar? Ular yordamida birikmalar hosil qiling.

III.YANGI MAVZU BAYONI

Narsalarning ketma-ketlik tartibini bildi- radigan sonlar tartib sonlar deyiladi. U -(i)nchi qo'shimchasi yordamida yasaladi.

Tartib sonlar arab raqami bilan yozilganda ~(i)nchi qo'shimchasi o'rnida arab raqamidan so'ng chiziqcha yoziladi: 9-sinf, 30-dekabr. Tartib sonlar rim raqamlari bilan ifodalanganda chiziqcha qo'yilmaydi.

* 1. mashq. Sonlarni toping. Ma'no turini va imlosini tushuntiring.

1. Shoikrom uni har kuni maktabdan o'zi olib ketar, ikkinchi smenada dars tugaguncha poylab turar edi. (OHoshimov) 2. Be- shinchi, oltinchi kechuvga borganda dara ancha torayib qoldi. (O. Yoqubov) 3. Qani, bolam, yur! Nariroqda yana bittasini yoqib qo'yaylik. (O. Yoqubov) 4. Shu bog'dagi qurigan olmalarni qo'porib tashlab, o'rniga 4 tup yong'oq ekyapman, — deb javob beribdi. («El desa Navoiyni» kitobidan) 5. Cho'ponlar har kuni tunda bittadan qo'y g'oyib bo'layotganini sezib qolishdi. (Ertakdan)

* 1. mashq. Oltinchi sinf, birinchi o'qituvchim, ikkinchi qavat, uchinchi parta, beshinchi dars birikmalarini qatnashtirib matn tuzing. Unga sarlavha qo'ying.
  2. mashq. Matnni ko'chiring, undagi sonlarning tagiga chizing va turini aniqlang.

Girdibod qayerlarnidir yalab, qayerlardadir qum tepaliklari uyib ketibdi. Ikkinchi arava to'nkarilib, uchinchi aravani ancha nariga surib borib, g'ildiraklarining yarmigacha qumga ko'mib qo'yibdi. Uning ustida na xashak va na yuklar bor. Birinchi arava g'ildiraklariga bog'langan uch ot bor-u, qolgan otlardan darak yo'q. Yuz qa- damcha narida qumga botib yotgan uchinchi aravaning o'ng tomo- nida saman yo'ig'a orqa tomonidan qumga botib, chiqa olmay unnardi. Aravaga qo'shib bo'lmaydigan begona ikki otdan tamoman darak yo'q. Olis qum tepaliklari ustida xashak qoldiqlari sochilib yotardi. Qiyshayib yotgan uchinchi aravada faqat dekcha-yu, belkurag-u ketmonlar qolibdi. (Mirmuhsin)

*IV. MUSTAHKAMLASH*

* + 1. Asosga qachon -inchi, qachon -nchi qo'shimchalari qo'shiladi?
    2. Tartib sonlar nimani anglatadi?
    3. «Odobnoma»dan tartib sonlar ishtirok etgan to'rtta gap yozing. Qanday qo'shimcha yordamida yasalganini tushunti­ring.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

427-mashq.. Alisher Navoiyning hayoti va ijodi haqida hikoya yozing. Unda sonlardan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: MUSTAHKAMLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

427-mashq.. Alisher Navoiyning hayoti va ijodi haqida hikoya yozing. Unda sonlardan foydalaning.

B) Savollar orqali

III.YANGI MAVZU BAYONI

* + - 1. topshiriq. Matnni o'qing. Sonlarni topib, gapdagi vazifasini aniqlang.

Bobur qo'shini Dehlidan ellik chaqirimcha shimoldagi Panipat shahriga kehb to'xtadi. Dehli sultoni Ibrohim Lo'di yuz mingga yaqin askar va bir yarim ming harbiy fil bilan Agra tomonidan yaqinlashib kelmoqda edi. Ibrohim Lo'di shu fillari va askarlari bilan bultur Dehli bo'sag'asida Olamxon, Dilovarxon va boshqa dush- manlarining qirq ming kishilik qo'shinini tor-mor keltirgan edi. Boburning qo'shini esa o'n ikki mingdan oshmasdi. (P. Qodirov)

* + - 1. topshiriq. Ajratib ko'rsatilgan so'zlarni tegishli sonlar bilan almashtiring va ularga izoh bering.

1. Chorak soat o'tmasdan hukmnomani eshittirdilar. (Cho'lpon)

* + - * 1. U yarim metr joyga otilib borib o'tirib qoldi. (Said Ahmad)
        2. Musayev soatiga qaradi: o'n bir yarim. Boyagina to'qqizdan sal oshgan edi. Dunyoda eng uzun narsa o'y-xayol. U o'y surib ikki soatning ikki daqiqadek tez o'tib ketganini sezmay qolibdi. (Hamid G'ulom) 4. Muhammadqodir Abdullayev nimchorak finalda ameri- kalik bokschi bilan ringga chiqib, uni qiyinchilik bilan mag'lubiyatga uchratdi. (Matbuotdan)
      1. topshiriq. Ikki guruhga bo'lining. Birinchi guruh aytgan son ishtirokida ikkinchi guruh gap tuzsin, songa izoh bersin. O'yin galma-gal davom etadi.
      2. t o p s h i r i q. Uyga vazifa. Ikkitadan, beshovi, minglab, to'qqizinchi, o'n beshta so'zlari ishtirokida gaplar tuzing. Sonlarga izoh bering.
      3. topshiriq. Gaplarni o'qing. Sonlarga qavs ichida berilgan qo'shimchalardan mosini qo'yib ko'chiring. Sonning ma'no turlarini aniqlang.

1. Bitta-yarim... (-tadan, -ta, -tacha) so'qmoqdan boshqa yo'li yo'q. (BAhmedov) 2. Ikki... (-ovi, -tacha, -alasi) jim qolib o'yga botdilar. (Cho'lpon) 3. Uch yuz... (-inchi, -ta, -tacha) navkarni qal'ada qo'riqchilik qilish uchun qoldirdi. (P. Qodirov) 4. Qumri ikki... (-dan, -inchi, -nchi) chopiqdan so'ng ishga chiqmay qo'ydi. (G'afur G'ulom) 5. Hindistonda ming... (-tacha, -lab, -larcha)-millionlab gektar yerga paxta ekilar ekan. Paxta maydonining ko'pligi jihatidan u dunyoda uch... (-ta, -tadan, -inchi) o'rinda turadi. (Abdulla Qahhor)

* + - 1. t o p s h i r i q. Quyidagi sonlarni jadvalga joylashtiring va ular ishtiro­kida gaplar tuzing.

Mingtacha, ellik, beshtadan, yuzlab, qirqta, yigirma, besh, uchdan bir, beshdan ikki, o'ttiztacha, to'qqiztadan, beshovi, uchalasi, o'ntadan, sakkiz, yettita, yetmishta, to'qqiz, minglab, minglarcha, o'n sakkiz, yarim.

. Faqat bir-ikki tilim handalak yedi-yu, uch-to'rt piyola choy ichdi. (P. Qodirov) 2. Uch-to'rt qadam narida yotgan aravani endi ko'rdi. (O'. Hoshimov) 3. Hali o'ngga, hali so'lga burilib, ikki soat, uch soat yo'l yurdik. (Abdulla Qahhor) 4. Olti sotix maydonda 2500 tup pomidor bo'ladi. (O'. Hoshimov) 5. Abdulla qovunchiga o'sha va'da qilingan 50 gektar yer berildi. (O'. Umarbekov)

B) Savollar orqali

*IV. MUSTAHKAMLASH*

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**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

9-t o p s h i r i q.«Biz ham kichkina tadbirkormiz» mavzusida matn tuzing. Matnda ishlatilgan sonlarni izohlang.

**Muallif: D. Haydarova**

**6-“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” SINFLAR UCHUN ONA TILI**

**FANI**

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

***Mavzu***: TAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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.**

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**V.MUSTAHKAMLASH**

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**V. O`quvchilarni baholash:**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA:**

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**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **RAVISH**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

9-t o p s h i r i q.«Biz ham kichkina tadbirkormiz» mavzusida matn tuzing. Matnda ishlatilgan sonlarni izohlang.

B) Savollar orqali

III.YANGI MAVZU BAYONI

Harakat-holatning bajarilish tarzi, payti, o'rni, daraja-miqdori kabi belgilarini bildiruvchi va qanday? qachon? qayer (-ga, -da, -dan)? qancha? singari so'roqlarga javob bo'luvchi so'zlar ravish deyiladi.

* 1. mashq. Matndagi ravishlarni ajrating. Ularni o'zi bog'langan so'zlar bilan birga ko'chiring.

Bo'ri ovni qo'lga kiritish ilinjida bor kuchi bilan quvar, yetib olishga tirishardi. Kiyiklar esa jon talvasasida sahroning ich-ichiga kirib borishardi.

Bo'ri ta'qibi borgan sari kuchaydi. Kiyikcha toliqa boshladi. Shu sababli ancha ortda qoldi. Ota-onasi unga qaramay qochishardi. Ki­yikcha ota-onasidan bir umr ajralib qolayotgandek his qildi o'zini. Nega bunday qilishyapti? Nahotki, rahmlari kelmasa, qoldirib ketishga ko'ngillari dosh bersa? Holiga achinishmasa? Hay, biroz sekinroq yursalaring-chi? Butunlay toliqib qolayozdim-ku? Oyi- jon, otajon! Nahotki, menga qaramay ketib qolsalaring? Picha sabr qiling, yetib olay! Tashlab ketmanglar! (S. Ravshanov)

* 1. mashq. Gaplarni yozing. Ravishlarning tagiga chizing. Qanday ma'no anglatayotganini tushuntiring.

1. Shu vaqt nima uchundir, hamma birdan sharaqlab kulib yubordi (.Abdulla Qodiriy) 2. Ertaga o'rtoqlarimga toza maqtanadi- gan bo'ldim-da. (G'afur G'ulom) 3. Tinib-tinchimas bu chol umr

bo'yi o'z loyihalarini, chizmalarini Ma'suma bekaga gapirib keldi, aslida u uning loyiha-yu chizmalariga aslo tushunmasdi. (Mir- muhsin) 4. Vladimir janoblari Namoz Pirimqul o'g'li ishini qabul qilib olganiga bir hafta bo'lgan bo'lsa ham uni darrov tergovga chaqirmadi. (X. To'xtaboyev)

*IV. MUSTAHKAMLASH*

* + 1. Qanday so'zlar ravish turkumiga mansub bo'ladi?
    2. Ravishlar sifatlardan nimasi bilan farq qiladi?
    3. Ravishlar ishtirokida gaplar tuzing.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

430-mashq.Uyga vazifa. Adabiyot kitobingizdan ravishlar qatnashgan 10 ta gap yozing. Ravishlarning ma'nosini izohlang va qanday so'roqqa javob bo'layotganini ayting.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: RAVISHLARNING YASALISHI. TUB VA YASAMA

RAVISHLAR

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

430-mashq.Uyga vazifa. Adabiyot kitobingizdan ravishlar qatnashgan 10 ta gap yozing. Ravishlarning ma'nosini izohlang va qanday so'roqqa javob bo'layotganini ayting.

B) Savollar orqali

* + 1. Qanday so'zlar ravish turkumiga mansub bo'ladi?
    2. Ravishlar sifatlardan nimasi bilan farq qiladi?
    3. Ravishlar ishtirokida gaplar tuzing.

III.YANGI MAVZU BAYONI

Ravishlar tub va yasama ravishlarga bo'Iinadi. Yasama ravishlar qo'shimchalar qo'shish, asos qismni juft va takror qo'llash yoki ikki asosni biriktirish yo'li bilan hosil qilinadi.

Tuzilishiga ko'ra ravishlarning sodda, qo'shma, juft va takroriy turlari farqlanadi.

431-mashq. Gaplardagi ravishlarni toping va ularning tuzilishiga ko'ra turlarini aniqlang.

1. Bu voqea xuddi kechagina bo'lgandek, ammo darrov uch yil o'tibdi. (M. Normatov) 2. Vodiylarni yayov kezganda, Bir ajib his bor edi menda. (Hamid Olimjon) 3. Qabristondan ancha uzoqlashgandan keyin yana otlariga minib yo'rtib ketishibdi. («El desa Navoiynh) 4. Keyin sal hushimni yig'ib qarasam, oyoqlarim go'yo o'zidan-o'zi yurib ketyapti. (P. Qodirov) 5. Choyni naridan- beri ichib, otxonaga yugurdim. (Abdulla Qodiriy) 6. Ulardan biri akamning qayerdaligini so'ragan edi, men ertalab uloqqa ketgan- ligini aytdim. (Abdulla Qodiriy) 7. Ertalab chiqib ketasan, yarim kechada qaytasan. (O'. Hoshimov)

432-mashq, Tub va yasama ravishlarni qatnashtirib gaplar tuzing. Ravishlarning tagiga chizing va yasalishini tushuntiring.

* + - * 1. mashq. Mardlarcha, noiloj, qishin-yozin, asta-asta, majburan, jo'rttaga ravishlari ishtirokida gaplar tuzing.

*IV. MUSTAHKAMLASH*

Qanday ravishlar tub ravishlar deyiladi?

Yasama ravishlar qanday yasaladi?

Juft va takroriy ravishlarga misollar keltiring.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

* + - * 1. mashq.Uyga vazifa. «Lola saylida» mavzusida hikoya yozing. Unda ravishlardan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **RAVISH YASOVCHI QO'SHIMCHALAR**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 vazifa. «Lola saylida» mavzusida hikoya yozing. Unda ravishlardan foydalaning.

B) Savollar orqali

Qanday ravishlar tub ravishlar deyiladi?

Yasama ravishlar qanday yasaladi?

Juft va takroriy ravishlarga misollar keltiring.

III.YANGI MAVZU BAYONI

**-cha, -lab, -larcha, -ona, -an, -chasi- - ga qo'shimchalari ot, sifatga qo'shilib ravish yasaydi.Bu kabi ravishlarda -dan, -ga keli- shik, ~(s)i egalik qo'shimchalari asos qism bilan mustahkam birikib, hozirgi kunda ajralmas holga kelgan.**

436 mashq. Ko'chiring. Ravishlarning tagiga chizing.

1. ... Garchi bu hoi ularni oqlashga tirnoqcha asos bo'lmasa ham, ko'nglimga tasalli, o'z-o'zini aldash deysizmi — shularning biri edi. (Sh. Xolmirzayev) 2. Oldinda, hurmatli o'rtoqlar, meni shon-u-shuhrat kutardi. (X. To 'xtaboyev) 3. Borib anhordan endi suv ichaman deb engashganimni bilaman, changalzor bilinar- bilinmas shitirlagandek bo'ldi. (X. To'xtaboyev) 4. Inson, millat, xalq biron narsaga erishmagan bo'lsa, yo o'zi go'l, yo o'zi tanbal, yo majburan uyquda, bexabarlikda tutilgan! (Omon Matjon) 5. Terak bilan yong'oq yonma-yon o'sibdi. («G'uncha»dan)

1. mashq. Gaplarni o'qing, ravishlarni topib, izohlang.

1. Barno ertalab tursa, yonida mushugi yo'q. (L. Mahmudov) 2. Bu gaplarni eshitib turgan mushuk birdan kelib Zaynabning tizzasiga boshini qo'ydi. (Shuhrat) 3. Men xuddi shu savolni kutib turgandek, darhol javob bera qoldim. (N. Safarov) 4. Xo'roz arang qochib qutulibdi. (M. Murodov) 5. Otamizning o'lganiga ancha yil o'tib ketdi. (G'afur G'ulom)

*IV. MUSTAHKAMLASH*

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**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

438 mashq. Uyga vazifa. «Men sinovlarga qanday tayyorlanaman?» mavzusida matn tuzing. Unda ravishlardan foydalaning.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:**RAVISHLARNING MA'NO TURLARI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 vazifa. «Men sinovlarga qanday tayyorlanaman?» mavzusida matn tuzing. Unda ravishlardan foydalaning.

B) Savollar orqali

III.YANGI MAVZU BAYONI

**Ravishlar ma'nosiga ko'ra holat, payt, o'rin, miqdor-daraja, maqsad-sabab ravishlariga bo'Iinadi.**

**Ataylab, atayin, noiloj, noilojlikdan, jo'rttaga, qasddan kabi ravishlar maqsad-sabab ravishlari hisoblanib, ularning miqdori u qadar ko'p emas.**

A) mashqlar orqali

* 1. mashq. Yangicha, yillab, qo'qqisdan, rostdan, awallari, so'ngra ravishlarini qatnashtirib gaplar tuzing.
  2. mashq. Ravishlarni aniqlab, ularning qaysi turga mansubligini ayting.

1. Men har kuni bir necha marotaba o'zimni o'zim tergay- man, maslahatlarim yetarlicha samimiymikin? Do'stlarimga yetar- licha sadoqatlimanmi? (Konfutsiy) 2. Ho'kiz kechqurun qorni ochib, charchab kelsa, uning oldiga bir bog' quruq poyani tashlab qo'yar ekan. («Susambil») 3. Xafa bo'lma, o'g'lim,— dedi Davronov asta boshini ko'tarib. (Parda Tursun) 4. Ertalab tursa, ko'cha eshik lang ochiq, yong'oqqa bog'loqlik sigir yo'q. (O'. Hoshimov) 5. Bayramga taraddud hozirdanoq qizib ketdi. (O'. Hoshimov)

* 1. mashq. Gaplarni ko'chiring. Ravishlarning tagiga chizing va qanday ma'no anglatayotganini ayting.

1. Shunda bechora sayyor iltimos qilmish darrov. Vasiyatimni aytay. Agar bo'lsa bemalol. (Shukrullo) 2. U bexosdan kelib, yigitni belidan oldi-da chirpirak qilib uloqtirib yubordi, yigit ancha yer- gacha gandiraklab borib tizzalab qoldi. (Mirkarim Osim) 3. Elchi hozir o'z podshohining topshirig'ini bajarish uchun butun ay- yorligini ishga solar, tilyog'lamalik qilib, To'marisni maqtab, ko'klarga ko'tarar edi. (Mirkarim Osim) 4. O'g'illari suyunib, safar tay- yorgarligini ko'rishib, erta saharda otlanib yo'lga tushibdilar. (Ertak­dan) 5. Ba'zan Hasanni ham birga olib ketadi. (O.Husanov)

*IV. MUSTAHKAMLASH*

1.Ravishlar ma'nosiga ko'ra qanday turlarga bo'Iinadi?

2.Qanday qo'shimchalar ravish yasovchi qo'shimchalar hisobla­nadi?

3.Tubdan, to'satdan, rostdan kabi ravishlarni tarkibiy qismlarga ajratish mumkinmi?

4.Ravishlarning sifat va otlardan farqini ayting

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

442-mashq. Uyga vazifa. Ravishlarni qatnashtirib «Yurtimiz posbon- lari» mavzusida hikoya tuzing. Ravishlarning tagiga chizib, turini ayting.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:**HOLAT RAVISHLARI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

442-mashq. Uyga vazifa. Ravishlarni qatnashtirib «Yurtimiz posbon- lari» mavzusida hikoya tuzing. Ravishlarning tagiga chizib, turini ayting.

B) Savollar orqali

1.Ravishlar ma'nosiga ko'ra qanday turlarga bo'Iinadi?

2.Qanday qo'shimchalar ravish yasovchi qo'shimchalar hisobla­nadi?

3.Tubdan, to'satdan, rostdan kabi ravishlarni tarkibiy qismlarga ajratish mumkinmi?

4.Ravishlarning sifat va otlardan farqini ayting

III.YANGI MAVZU BAYONI

Harakat-holatning qanday holda baja- rilganligini bildirgan va qanday? qay holda? qay tarzdal so'roqlariga javob bo'luvchi ravishlarga holat ravishlari dey­iladi.

Holat ravishlariga jim, yayov, chindan, qo'qqisdan, to'satdan, piyoda, majburan, tasodi- fan, astoydil, eskicha, qatorasiga, birma-bir, yakkama- yakka, yonma-yon, bafurja, arang, zo'rg'a, mardlarcha singari so'zlar kiradi.

1. mashq. Ravishlarni ajrating. Ularning yasalishiga e'tibor bering va turini ayting.

1. Shu payt uydan — yotog'imizdan bolalar ham birin-ketin ko'zlarini uqalab, har yoqqa qarab tushib kela boshladi. (Sh. Xolmirzayev) 2. O'rtancha botir qo'rqmadi, jim turdi. (Ertak­dan) 3. Uzoqdan, kun botish tomondan g'ira-shira uchqun ko'rinib qoldi. (Ertakdan) 4. Bular piyoda asta-sekin o'rdaga bordilar.(Er­takdan) 5. Buxoroga omon-eson yetib borganlaridan so'ng uning tarhini yaxshilab qog'ozga chizajagini aytdi. (Mirmuhsin)

444mashq. Nuqtalar o'rniga qavs ichidagi ravishlardan mosini qo'yib, gaplarni ko'chiring.

l.Tinglar edim betinim, Uzun tunlar yotib ... (ataylab, jim, mardlarcha) (Hamid Olimjon) 2. Ikki oshna kechki salqin bilan ... (piyoda, ataylab, yaqqol) yo'lga tushishdi. (0\ Umarbekov) 3.... (Birdan, majburan, arang) xayoliga kelgan fikrdan uning vujudi titrab ketdi. (0\ Hoshimov) 4. Jo'raboyev ham ... (zo'rg'a, yayov, jim)gina o'tirib, hammaga razm solardi. (Sh. Rashidov)

445-mashq.Eskicha, yangicha, yonma-yon, astoydil, bafurja ravish- larini qatnashtirib matn tuzing. Ularning qanday ma'no anglatayotganini tushuntiring.

1. mashq. Quyidagi so'zlardan aynan bir qo'shimcha vositasida holat ravishlarini yasang.

Xayol, mantiq, tasodif, taxmin, javob, qalb, rasm. aql.

*IV. MUSTAHKAMLASH*

* 1. Qanday ravishlar holat ravishlari deyiladi?
  2. Holat ravishlarining yasalishini tushuntiring.
  3. Holat ravishlari ishtirokida birikmalar tuzing. Ularga so'roq berib, ma'nosini tushuntiring.

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

1. mashq. Uyga vazifa. Adabiyot darsligidagi o'zingizga yoqqan hikoyani o'qing. Undagi holat ravishlarini ko'chirib yozing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **PAYT RAVISHLARI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 vazifa. Adabiyot darsligidagi o'zingizga yoqqan hikoyani o'qing. Undagi holat ravishlarini ko'chirib yozing.

B) Savollar orqali

* 1. Qanday ravishlar holat ravishlari deyiladi?
  2. Holat ravishlarining yasalishini tushuntiring.

Holat ravishlari ishtirokida birikmalar tuzing. Ularga so'roq berib, ma'nosini tushuntiring III.YANGI MAVZU BAYONI

Harakat-holatning bajarUish yoki bajarilmaslik paytini bildirib, qachon? so'rog'iga javob bo'luvchi ravishlar payt ravishlari sanaladi.

ESDA SAQLANG. Payt ravishlariga endi, hozircha, so'ngra, hanuz, hamisha, doimo, hamon, dastlab, erta-in- 1 din, qishin-yozin, kecha-kunduz kabi ravishlar kiradi.

1. mashq. Gaplarni ko'chiring. Payt ravishlarining tagiga chizing va ularga izoh bering.

1. Keyin u yoqqa o'tamiz, — deb o'n tarafdagi oynavand uyga ishora qildi. 2. Jiydazoidan hozirgina keldim. 3. Ertaga chigit ekishni boshlaymiz. 4. Uni buguncha tinch qo'y. 5. Yolg'on gapga ishon- mang, erta-yu kech daladaman. 6. Yarim kechadan keyin Salmon otaning uyqusi butunlay qochdi. 7. Erta-indin rejani to'ldiigani haqidagi xushxabarni topshirmoqchi. (Yo'ldosh Sulaymon)

1. mashq. Gaplarni o'qing, payt ravishlarini topib, ularning ish- latilish o'rinlariga diqqat qiling.

1. Ular yerni kavlab kirolmabdilar, lekin bir zumda allaqancha yerni o'yib yuboribdilar. 2. Orqasiga qarasa, uzoqdan bir ho'kiz uni toxtovsiz chaqirib kelyapti. 3. Ertaga uzum, qovun pishadi, bularni qo'yib yubor. 4. Dehqon jo'xorini quritibdi, to'qmoqlab, donini ajratib olibdi. Keyin bozorga olib boribdi. 5. Kun kech bo'ldi. Ertaga erta bilan yo'lga chiqamiz. (Ertakdan)

^ 450-mashq. Berilgan so'zlar orasidan payt ravishlarini toping, ular ishtirokida gaplar tuzing.

Asta-sekin, jim, endi, orqada, hozircha, yangicha, so'ngra, bittalab, dastlab, qishin-yozin, uzun-uzun, eson-omon, erta- indin.

*IV. MUSTAHKAMLASH*

1.Awallari, ilgari, ertalab, keyin, so'ngra so'zlarini qatnashtirib gaplar tuzing. Ular qanday so'roqqa javob bo'lishini ayting.

2.Payt ravishlari nimani bildiradi?

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

451-mashq.Payt ravishlari qatnashgan maqol, topish- moq, tez aytishlar, xandalardan bilasizmi? Ularni daftaringizga yozing. Payt ravishlarining tagiga chizing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu:**O'RIN RAVISHLARI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

451-mashq.Payt ravishlari qatnashgan maqol, topish- moq, tez aytishlar, xandalardan bilasizmi? Ularni daftaringizga yozing. Payt ravishlarining tagiga chizing.

B) Savollar orqali

1.Awallari, ilgari, ertalab, keyin, so'ngra so'zlarini qatnashtirib gaplar tuzing. Ular qanday so'roqqa javob bo'lishini ayting.

2.Payt ravishlari nimani bildiradi?

III.YANGI MAVZU BAYONI

Harakat-holatning bajarilish yoki ba- jarilmaslik o'rnini bildirgan va qayer (-ga, -da, -dan)? so'rog'iga javob bo'luvchi ravishlar o'rin ravishlari hisobla­nadi.

O'rin ravishlariga olg'a, ichkari, tashqari singari so'zlar kiradi.

452-mashq. Gaplarni ko'chiring, o'rin ravishlarining tagiga chizib, izohlang.

1. Tashqariga chiqib, G'ofuijon boydan ketishga izn so'radi. 2. Sherqo'ziga ko'zi oldidan nari ketishi uchun ruxsat bermay qo'ydi. 3. Salmon ota gapni uzoqdan boshladi. 4. Idoraga yaqin qolganda, Nuriddin otga qamchi urdi. 5. Oldinda Shirinbuloq qishlog'i butun bo'y basti bilan yastanib yotardi. (Yo'ldosh Sulaymon)

mashq. Gaplarni o'qing, o'rin ravishlarini aniqlab ularga izoh bering.

1. Bizga yaqinlashmadi, lekin nariroqda turib ish o'rgatib, bularga baqirib turdi. 2. Ichkariga kiring, bir piyola choy iching, — dedi uy egasi. 3. Oldiga dasturxon yozibdi, kechqurun palov qilib olib chiqibdi. 4. Bir chaqirim ichkariga kirib borganimizdan keyin tepada teshik ko'rindi. 5. Oldimdan bir uy chiqib qoldi, jon holatda unga o'zimni urdim. 6. Uzoqdan bir ayol kela boshlabdi. Cholning yoniga kelib salom beribdi.

* + 1. mashq. «Bizning mahalla» mavzusida matn tuzing. Unda ishlatil­gan o'rin ravishlariga izoh bering.

*IV. MUSTAHKAMLASH*

* + - 1. O'rin ravishlariga gap ichida misollar keltiring.
      2. Qanday ravishlar o'rin ravishlari deyiladi?

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

455-mashq. Ravishlarni topib, tagiga chizing.

1. Uzoqdan kelgan mehmonlar chaqirilib, katta ziyofat be- rilibdi. 2. Bu gaplar amirzoda qulog'iga borib yetganiga aslo shubha qilmasa ham bo'ladi. (Mirmuhsin) 3. G'uvillab uchayotgan bo'ron ichida yigitlar naridan-beri xashag-u bedalarni arava tagiga olib kirib, g'ildiraklarga namat yopishdi. (Mirmuhsin) 4. Hozir mol-jon o'rtada, inim, Buxoroga yetib olaylik, u yog'i bir gap bo'lar. (Mirmuhsin) 5.Awal oyog'imdan kishanlarni olib qo'yishlariga buyruq bering, — istehzoli kulib qo'ydi Namoz. (X. To'xtaboyev)

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: **MIQDOR-DARAJA RAVISHLARI**

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

455-mashq. Ravishlarni topib, tagiga chizing.

1. Uzoqdan kelgan mehmonlar chaqirilib, katta ziyofat be- rilibdi. 2. Bu gaplar amirzoda qulog'iga borib yetganiga aslo shubha qilmasa ham bo'ladi. (Mirmuhsin) 3. G'uvillab uchayotgan bo'ron ichida yigitlar naridan-beri xashag-u bedalarni arava tagiga olib kirib, g'ildiraklarga namat yopishdi. (Mirmuhsin) 4. Hozir mol-jon o'rtada, inim, Buxoroga yetib olaylik, u yog'i bir gap bo'lar. (Mirmuhsin) 5.Awal oyog'imdan kishanlarni olib qo'yishlariga buyruq bering, — istehzoli kulib qo'ydi Namoz. (X. To'xtaboyev)

B) Savollar orqali

* + - 1. O'rin ravishlariga gap ichida misollar keltiring.
      2. Qanday ravishlar o'rin ravishlari deyiladi?

III.YANGI MAVZU BAYONI

Harakat va holatning bajarilishidagi miqdor-darajani bildiradigan va qanchal so'rog'iga javob bo'ladigan ravishlar miqdor-daraja ravishlari deyiladi: sal, picha, xiyol, oz, ko'p, kam, ancha kabi.

456-mashq. Gaplarni o'qing. Miqdor-daraja ravishlarini aniqlang.

1. Yaxshiligingiz sira-sira yerda qolmaydi. 2. Qaddini rostlab, eshikni uzoq taqillatdi. 3.Abdushukur bu yerdan tezda chiqib ketish payiga tushdi. 4. Bo'ying sal cho'zilsin, bironta duradgor usta topilsa, shogirdlikka topshirardim. 5. U aravani Nuriddin minganini ko'rib, xiyla yengil tortdi. 6. Ko'p o'tmay hamma ichkariga taklif etildi. 7. Kunduzi o'ralashib yurganlardan bu yerda qittay ham qolmagan. (Yo'ldosh Sulaymori)

* + - * 1. mashq. Gaplarni ko'chiring, miqdor-daraja ravishlarining tagiga chizib, izohlang.

1. Sarvigulni podsho hammadan ko'proq sevar ekan. 2. Meh- mondorchilik tugagach, u uzundan-uzun duo qilib o'rnidan turib- di. 3. Ko'p yaxshi o'ylabsiz, ammo saltanatingiz uzoqqa bormasa kerak. 4. Qozi kambag'alni sira yengolmagan ekan. 5. Ikkita tuxum topib olibdi. Suyunib cho'ntagiga solib, biroz yuribdi. 6. Tong ya- qinlashib qolyapti, bu yerdan tez ketishimiz kerak. 7. Dehqon: «Hay, mayli, ustki qismi oz bo'lsa ham bizga qola qolsin», — dedi. 8. Choi va kampir behad sevinishibdi. (Ertakdan)

458 - mashq. «Hasharda» mavzusida matn tuzing. Unda miqdor-daraja ravishlaridan foydalaning.

*IV. MUSTAHKAMLASH*

Miqdor-daraja ravishlari qanday so'roqqa javob bo'ladi?

Ular qanday ma'noni anglatadi?

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

1. - mashq. Uyga vazifa. «San'at muzeyida» mavzusida matn tuzing. Miqdor-daraja ravishlarining tagiga chizing.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: FE'L BO'YICHA O'TILGANLARNI TAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 vazifa. «San'at muzeyida» mavzusida matn tuzing. Miqdor-daraja ravishlarining tagiga chizing.

B) Savollar orqali

Miqdor-daraja ravishlari qanday so'roqqa javob bo'ladi?

Ular qanday ma'noni anglatadi?

III.YANGI MAVZU BAYONI

1.Fe'l deb nimaga aytiladi?

2Jonlanmoq fe'lining nisbat shakllarini toping va ular o'rtasidagi farqlarni tushuntiring.

3.Harakat nomiga misollar keltiring.

4Sifatdoshning sifatga va fe'lga xos xususiyatlarini belgilang.

5.Ravishdosh yasovchi qo'shimchalar qaysilar? Ular ishtiro­kida ravishdoshlar hosil qiling.

6.-la, -lan, -i, -sira, ~(a)y qo'shimchalari yordamida fe'llar yasang.

7.Fe'llarga misollar aytib, uch zamonda tuslang.

8.Fe'l mayli deb nimaga aytiladi

9.Sodda, qo'shma, juft fe'llarga misollar ayting.

* + - * 1. mashq. Matnni o'qing. Fe'llarni aniqlab, ularni izohlang.

Rubob chalish, ashula aytishga qattiq havas qo'ygan kunlarim edi. Velosipedda ketayotgandim. G'ira-shira payt. Teraklar shovul- laydi. Itlar huradi.

Bexos izimda bir sharpa sezdim. Qarasam, nuroniy chol, salom berdim. Qariya ketma-ket meni savolga tutardi: «Nechanchi sinfda o'qiysan?», «Necha baho olasan?», «0'qishdan boshqayam hunaring bormi?»

* Rubob chalib, ashula aytaman.
* Katta bo'lsang ashulachi bo'lmoqchimisan?
* Ichimda qiziq gaplarim bor. Ko'p, juda ko'p odamlar yig'ilsa, shu gaplarimni aytsam...
* Niyatinga yet, bolam. (Sh. Boshbekov)
  1. mashq. Gaplarni ko'chiring. Fe'llarning nisbat, mayl, zamon shakllarini aniqlang.

So'zlar hayoti murakkab, ularga sehr yashiringan. So'zlar ham o'z xalqi bilan birga umr kechiradi, xalq quvonsa, quvonadi, kuyunsa, kuyunadi.

Kishilar o'zgalarni o'ylab buloqlarning bekilgan ko'zlarini ochadilar, avlodlari uchun daraxtlar ekadilar. Bundan keyingi avlod buloq suvidan, daraxt mevalaridan bahramand bo'ladi. Ota-bobola- rimiz qoldirgan so'zlar ana shu buloqlar va daraxtlardir.

So'zlar biz uchun asrlar sadosi, uzoq o'tmish bilan hamna- faslik hissini uyg'otuvchi mangu chaqiriq, zamonlararo ko'prikdir. (B. To'ychiboyev)

* 1. mashq. Gaplarni o'qing. Fe'llarning vazifa shakllarini aniqlab, ularni izohlang.

Tuproq — insonning tug'ilib o'sgan joyi, tuproq — Vatan. Tup­roq necha yuz yillardan buyon ne-ne ulug' farzandlarini quchog'iga bosib kelayotgan mushfiq zamin. Shuning uchun biz uni e'zozlab «ona tuproq» deymiz. U olis ajdodlarga onalik qilgan. U ota- bobolarimizning onasi bo'lgan. U bizning ham onamiz va, albatta, kelajak avlodning ham onasi bo'lajak.

Demak, hamma narsa ona tuproqni qadrlashdan boshlanadi. Bunday kishini el tushunadi, dunyo taniydi. O'z tarixini ona yurtdan —ona tuproqdan qidirgan insongina haqiqiy inson bo'la oladi. (A. Nabiyev)

B) Savollar orqali

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

463 -mashq. Uyga vazifa. «Mening ta'tildagi rejalarim» mavzusida matn tuzing. Unda ishlatilgan fe'llarni izohlang.**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: OT BO'YICHA O'TI LGANLARNI TAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

463 -mashq. Uyga vazifa. «Mening ta'tildagi rejalarim» mavzusida matn tuzing. Unda ishlatilgan fe'llarni izohlang.

B) Savollar orqali

III.YANGI MAVZU BAYONI

1. Otlarning lug'aviy shakllariga misollar keltiring.

2. Sodda va yasama otlar ishtirokida gaplar tuzing.

3. -xon, -jon, -oy, -loq, -choq qo'shimchalarini otlarga qo'shing

va ma'noda bo'layotgan o'zgarishni tushuntiring.

* + 1. Shaxs otlariga misollar keltiring.
    2. O'rin-joy otlariga misollar ayting.
    3. Siz yashayotgan yerdagi korxona, tashkilot, suv havzalari va inshootlari nomlarini anglatuvchi otlarga misollar ayting.
    4. Narsa otlari deb nimaga aytiladi?
    5. O'rin-joy va faoliyat-jarayon otlariga misollar keltiring.
    6. Atoqli va turdosh otlarning yozilishi haqida gapiring.

10. Aniq va mavhum otlar ishtirokida gaplar tuzing.

*IV. MUSTAHKAMLASH*

A) mashqlar orqali

464mashq. Matnni o'qing. Otlarga izoh bering.

Onani e'zozlash — bizning millatimiz, xalqimiz uchun oliy qadriyat darajasiga ko'tarilgan fazilat. Onalarni qancha ulug'lasak, hayotimizning chirog'i, umrimizning guli deb e'zozlasak, biz oila- mizni, Vatanimizni e'zozlagan bo'lamiz. Mashhur shoirimiz Ab­dulla Oripov aytganlaridek: — Bu yorug' olamda Vatan bittadir, Bittadir dunyoda ona degan nom. (D. Ro 'ziyeva)

465mashq. Savollarga javoblar yozing. Javoblaringizdagi otlarning ma'no turlarini aniqlang.

1. Mirkarim Osimning qanday tarixiy hikoyalari bor? 2. «To'- maris» afsonasida Amudaryo qanday nom bilan tilga olingan? 3. Hozirgi O'zbekiston hududlari qadimda qanday nomlar bilan yuritilgan?

466mashq. Otlarni toping, ularni tavsiflang.

O'zbekchilik! Qanday sodda, qanday qalbga yaqin, qanday samimiy, qanday jafokash bu so'z! Tong qorong'usida turib ko'cha supurayotgan kelinchakning supurgisi shu so'zni qo'shiq qilib aytayotganday, paxtazordan paxta to'la qop orqalab chiqayotgan yigitning qoraygan, ajinli yuzlaridan oqib lablariga tushgan terda «o'zbekchilik» degan so'zning ta'mi bor. (E. Vohidov)

B) Savollar orqali

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

467 - mashq. Uyga vazifa. «Hovlimizda gullar ochildi» mavzusida matn tuzing. Unda ishlatilgan otlarni izohlang

**Muallif: D. Haydarova**

.**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: SIFAT BO'YICHA O'TILGANLARNI TAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

467 - mashq. Uyga vazifa. «Hovlimizda gullar ochildi» mavzusida matn tuzing. Unda ishlatilgan otlarni izohlang

B) Savollar orqali

III.YANGI MAVZU BAYONI

1. Sifat yasovchi qanday qo'shimchalar mavjud?
2. -li, -ki, -iy, -viy, -simon qo'shimchalari yordamida sifatlar yasang.
3. Qo'shma sifatlar va ularning ishlatilishi haqida gapiring.
4. Juft sifatlarga misollar keltiring, yozilishini izohlang.
5. Asliy va nisbiy sifatlarga misollar ayting.
6. Sifat darajalari haqida so'zlang.
7. Sifatlarning qanday ma'no guruhlari bor? Ularga misollar keltiring.
8. Sifatlarning otlashuvi haqida gapiring.
9. Sifatlarning gapdagi vazifasi haqida gapiring.

*IV. MUSTAHKAMLASH*

A) mashqlar orqali

468-mashq. Sifatlarni topib, ularga ta'rif bering. Sifatlarning ma'no guruhlarini belgilang.

Sarijo'ga arig'idan otini sug'orib chiqayotgan notanish bir kishiga ro'para keldik. Uning oti ham, kiygan to'ni ham, o'zi ham qop-qora edi. Xuddi cho'yandan quyilganga o'xshardi. Faqat boshi- dagi do'ppisining kashtasigina oq edi, xolos. Men Adhamdan: «Bu kishi kim?» deb so'radim.

— Uni «cho'l bo'ri»si deyishadi. Bu to'qaylarda kechalari ham miltiqsiz bir o'zi yuraveradi. Juda dovyurak odam. Uch marta bo'ri bilan olishib, bo'g'ib o'ldirgan. Qoraqishloqning etagidagi katta to'qaydan yer ochgan. (Said Ahmad)

* 1. mashq. Matnni ko'chiring. Sifatlarning tagiga chizing. Ajratib ko'rsatilgan qo'shimchalar yordamida sifatlar hosil qiling.

Nafas olish to'g'ri yo'lga qo'yilsa, nutq jarangdor, kuchli bo'ladi. To'g'ri olingan nafas aytilayotgan jumlalarning yaxlit, o'zaro uzviy bog'liq holda aytilishini ta'minlaydi.

Nutqning ravon, tiniq bo'lishi uchun nafas olishni to'g'ri yo'lga qo'ya bilish lozim. Buning uchun esa muntazam mashq qilib turish zarur. (A. Orifova)

* 1. mashq. Tez aytishlarni aytib, mashq qilib ko'ring. Nutqingizni o'stiring. Gaplar ichidagi sifatlarni topib, ularga izoh bering. Sifatlarning orttirma va qiyosiy darajalarini hosil qiling.

1. Norning nordon anori narida. 2. O'tkir o'tkir o'roqda o't o'rdi. 3. Oqil oq olma oldi, oq olmani Oqil oldi. 4. To'p-to'p ko'k optok, har bir to'pda ko'k koptok. 5. Soqi quritgan qoqi qoq quruq qoqi.

B) Savollar orqali

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

* 1. mashq Matnni ko'chiring. Sifatlarni topib, tahlil qiling.

Zuhra qurib qolgan butalarni oralab turnaga yaqin bordi. Turna ham Zuhraning yaqin borishini kutgandek bo'ynini cho'zib qarab turdi. Uzun bo'yli qush sarg'ish-ko'kish ko'zlari bilan qizga xa- votirlanib boqar, agar Zuhra yana ham yaqinroq borsa, uchib ketgudek holi bor edi. «Juda chiroyli qush ekan», dedi Zuhra turnaga tikilib. Bo'yni, oyoqlari uzunchoq, patlari qora kulrang ekan». (O.Husanov)

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: SON BO'YICHA O'TILGANLARNITAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***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 Matnni ko'chiring. Sifatlarni topib, tahlil qiling.

Zuhra qurib qolgan butalarni oralab turnaga yaqin bordi. Turna ham Zuhraning yaqin borishini kutgandek bo'ynini cho'zib qarab turdi. Uzun bo'yli qush sarg'ish-ko'kish ko'zlari bilan qizga xa- votirlanib boqar, agar Zuhra yana ham yaqinroq borsa, uchib ketgudek holi bor edi. «Juda chiroyli qush ekan», dedi Zuhra turnaga tikilib. Bo'yni, oyoqlari uzunchoq, patlari qora kulrang ekan». (O.Husanov)

B) Savollar orqali

III.YANGI MAVZU BAYONI

* + 1. Sonlarning ma'no guruhlari haqida gapirib bering.
    2. Dona son va uning yasalishini izohlang.
    3. Chama songa misollar keltiring.
    4. Jamlovchi son haqida so'zlang.
    5. Taqsim son ishtirokida gaplar tuzing.
    6. Tartib sonlar qanday yasaladi?
    7. Kasr songa misollar ayting.
    8. Hisob so'zlariga misollar keltirib, ularni izohlang.
    9. Rim va arab raqamlari yozuvda qanday ifodalanadi? 10. Sonlarning gapdagi vazifasi to'g'risida so'zlab bering.

*IV. MUSTAHKAMLASH*

A) mashqlar orqali

* 1. mashq. Matnni o'qing, sonlarning ma'no guruhlarini aniqlang.

Muhammad Xorazmiyning «Sindihind» asari o'nlik sanoq sis- temasini ommalashtirishda muhim rol o'ynaydi. Xorazmiy targ'ib qilgan o'nlik matematik son (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)lar yordamida qo'shish, ayirish, ko'paytirish, bo'lish, darajaga ko'tarish, ildiz chiqarish mumkin bo'lgan. Shu sababli bu raqamlar Sharqda tez taiqaldi. X asrda Ispaniyaga, XII asrda butun Yevropaga tarqaldi. (X. Jonboqiyev)

* 1. mashq. Topishmoqlarning javoblarini toping. Ularda ishlatilgan sonlarning ma'no turlarini va gapdagi vazifasini aniqlang.

1. Guli to'rtta yarim oy, Boshginangdan olar joy. 2. O'zi bitta, ko'zi mingta. 3. Bir parcha patir, olamga tatir. 4. To'rtdir uning oyog'i, Temir mixli tuyog'i. Manzilga yetishtirar, Toshdan qattiq tuyog'i.

474-mashq. Sonlarni toping, ularning imlosiga diqqat qiling va gaplar­ni ko'chiring.

1. Zamaxshariy ko'p qirrali olim bo'lib, fanning turli soha- lariga oid 75 dan ortiq asar yozib qoldirgan. (S. Hasanov) 2. Za- monaviy o'n ikkita turk davlati bayrog'idan yettitasida oy va yulduz ramzlari bor. (S. Olimov) 3. Amir Temur Bibixonim masjidini 1399— 1404-yillar mobaynida qurdirgan. (T. Fayziyev) 4. Tarixing bitmakka, xalqim, mingta Firdavsiy kerak, Chunki bir bor chek- kan ohing mingta doston, o'zbegim. (E. Vohidov)

B) Savollar orqali

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

475-mashq.Uyga vaafa. «Matematika darsida» mavzusida matn tuzing. Tarjimayi holingizni yozing. Unda ishlatilgan sonlarni izohlang.

**Muallif: D. Haydarova**

**6- SINFLAR UCHUN ONA TILI**

**FANI**

**«\_\_\_\_”\_\_\_\_\_\_\_\_\_\_\_\_201\_\_\_\_-yil**

Mavzu: RAVISH BO'YICHA O'TILGANLARNITAKRORLASH

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

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

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

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

***Darsda foydalanilaniladigan***

***metod***: an`anaviy, savol – javob,

***Darsda foydalaniladigan jihoz***: texnik vositalar, slaydlar, tarqatmalar, testlar.

***DARSNING BORISHI:***

***I.Tashkiliy qism:***

A)Salomlashish.

B) Davomatni aniqlash.

V) o`quvchilarni darsga tayyorlash

II.O`TILGAN MAVZUNI SO`RASH.

A) mashqlar orqali

475-mashq.Uyga vaafa. «Matematika darsida» mavzusida matn tuzing. Tarjimayi holingizni yozing. Unda ishlatilgan sonlarni izohlang.

B) Savollar orqali

III.YANGI MAVZU BAYONI

1. Ravish deb nimaga aytiladi?

1. Ravish yasovchi qo'shimchalar qaysilar? Ular ishtirokida ravishlar hosil qiling.
2. Holat ravishlariga misollar keltiring.
3. Payt ravishlari ishtirokida gaplar tuzing.
4. O'rin ravishlari haqida so'zlang.
5. Miqdor-daraja ravishlari deb nimaga aytiladi?
6. Tub va yasama ravishlarga misollar keltiring.
7. Ravishlarning gapdagi vazifasi to'g'risida so'zlab bering.

*IV. MUSTAHKAMLASH*

A) mashqlar orqali

476-mashq. Tez aytishlarni ayting. Ularda ishlatilgan ravishlarni aniqlang va ma'no turini belgilang.

1. Hali Vali, Soli sholi o'rdi. 2. Oydin oyisidan oldin bordi. 3. Erkin ertagi ekin ekishni ertaga ertalab eplaydi. 4. Nor narvondan narida.

477-mashq. Boshqotirmaga yashiringan maqolni toping. Ravish ish­tirok etgan yana qanday maqollarni bilasiz? Ularga misollar ayting.



1, 2, 3 — Oz so'zining zid ma'nolisi. 4, 5, 6 — Ilm olishga da'vat etuvchi fe'lning buyruq-istak shakli.

7, 8, 9 — Sifatdosh yasovchi qo'shimcha. 10, 11, 12 — 1, 2, 3 tartibdagi so'zning takrori.

13, 14, 15 — Bilmoq fe'lining buyruq-istak maylidagi shakli.

16, 17 — Sifatdosh yasovchi qo'shimcha.

* 1. mashq. Gaplarni ko'chiring, ravishlarning tuzilishiga ko'ra tur- larini va gapdagi vazifalarini aniqlang.

1. Archa hamisha ko'm-ko'k. Uning rangi hech o'zgarmaydi. Ko'm-ko'k, yam-yashil. (J. Razzoqov) 2. Qiz atrofga qarab turib birdan o'z uyining tomini ko'rib qolibdi. (Ertakdan) 3. Biz quri- lishda kechgacha yurib zerikmadik. (Hakim Nazir) 4. Qizining chug'urlab biyron-biyron gapirayotganini ko'rgan Sabohat opa unga mamnun jilmayib qo'ydi. (Xayriddin Saloh) 5. Burro-burro so'zlayman, Kelajagim ko'zlayman. Istiqbolim, iqbolim — o'zbek tilim, o'z tilim. (Safo Ochit)

* 1. mashq. Rasmga qarab, «Yoz gashti» mavzusida matn tuzing, undagi ravishlarni izohlang.

B) Savollar orqali

**V.BAHOLASH MEZONI**

**Ishtirokiga qarab**

**VI. UYGA VAZIFA**

480-mashq.Uyga vazifa. Gaplarni ko'chiring. Ravishlarning tagiga chizib, ularni izohlang.

Qiz hozirgina o'zi tanishgan qush bilan so'zlashmoqchi bo'ldi:

— Turnajon, turnajon! Bu yerda nima qilib turibsan. Kechagi turnalar ichida sen ham bormiding? Menga aytib ber-chi, qayer- dan uchib kelding.

Turna Zuhraning savollariga javob bermadi. Qiz qushga yaqin- roq borish uchun bir qadam bosdi. Turna bo'ynini biroz oldinga cho'zib, yuqoriga bir harakat qildi-yu, uzoqlarga uchib ketdi. Zuhra hayron bo'lganicha qolaverdi.

Uyga qaytib kelganlaridan so'ng Zuhra charchoqning zo'ridan darhol uxlab qoldi. Uyqusida tush ko'rdi. Tushida o'sha turna bilan yana uchrashdi. (O. Husanov)