**ADABIYOT DARSLARIDA YOZMA SAVODXONLIKNI OSHIRISHNING ISHONARLI USULLARI**

Muallif:

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**Adabiyot darslarida yozma savodxonlikni oshirishning ishonarli usullari**

Mustaqil davlatimizning ta’lim tizimi sohasidagi islohotlarni belgilab bergan “Ta’lim to`g`risida” gi Qonun va Kadrlar tayyorlash milliy dasturidagi ustuvor vazifalardan biri ma’naviy barkamol, zehn-zakovati baland, zukko yoshlarni shakllantirishdir.

Aytishlaricha, inson bosh miyasidagi hujayralar miyaning doimiy faoliyati tufayli emas, balki faoliyatsizligi oqibatida ko`proq nobud bo`lar ekan. Shu bois ham aqlli odamlar miya faoliyatini doim harakatlantirib, tafakkurini rivojlantiradilar.

Bilamizki, imoratning poydevori binoning nechog`lik osmono`par va mustahkam bo`lishini ta’minlovchi muhim jihat. Xuddi shunday, o`quvchining, eng avvalo, iqtidori va bilimi qanchalik teran bo`lsa, uning o`zi qiziqqan fanini o`zlashtirishi ham shuncha oson kechadi. Shu bois ham bolalar tafakkurini rivojlantirish har bir ota-ona, pedagog va tarbiyachi oldidagi muhim vazifalardan biridir. Bolalarda tafakkurning rivoji o`ta intensiv kechadi.Mana shu intensiv taraqqiyotni yanada jadallashtirish mumkin. Buning uchun maxsus mashg`ulotlar bolalar bilan birga amalga oshirilsa, ulardagi tafakkur, nutq rivoji, mantiqiy fikrlash doirasi, savodxonligi, mustaqil fikrlay olish qobiliyati, qiziqishlari va shu kabi bir qator ijobiy sifatlari keskin oshadi. Shuning uchun biz, metodik tavsiyalarda bolalar tafakkuri rivojiga ijobiy ta’sir qiluvchi va uni rivojlantiruvchi mashqlar: bolalarning ijodiy fikrlashlarini va savodxonligini oshiruvchi topshiriqlar, psixologik mantiqiy masalalar va turli boshqotirmalarni keltirib o`tdik.O`quvchi ushbu mashg`ulotlarni bajarar ekan, u xayolan bilimlar olamini va dunyoni kezib chiqadi. Qisqa va bebaho umrning eng pokiza daqiqalarini yashaydi, tafakkur qayroqtoshi bilan o`z aqlini charxlaydi, kamolotning yangi pog`onalariga qadam qo`yadi.

**1-USUL**

**SHE’RIY PARCHANI NASRIY BAYON QILISH**

...Ohu bolasi bu — ohuday boqqan,

Shervachchada esa sherning shiddati.

Avlodlar qonida ming yillab oqqan

Buyuk bobolarning turfa xislati.

“Genetika”

Abdulla Oripov

1-o`quvchi: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2-USUL**

**MUSIQA TINGLAB, MATN TUZISH**

O`quvchilarga turli milliy kuylar eshittirilib, oxirida shu kuyni tinglash davomida nimalarni his qilganliklari so`raladi.

Masalan, biz darslarning birida Abdulhay Nayning “Nay nolasi” kuyini o`quvchilarga eshittirdik. O`quvchilar eshitib bo`lgach, tasavvurlari asosida matn tuzish taklif etildi. Dars yakunida mana bunday ajoyib satrlar dunyoga keldi:

**Nay Qissasi**

Tingla sen bu nayning unsiz sadosin,

Ko’z oldinga kelar ming bitta holat,

Go’yo yig’lamoqda go’zal Femida,

Xuddi uning uchun o’ldi adolat.

Ko’z oldimga kelar nay ovozidan,

Yana bir gumrohning o’layotgani.

O’ta olmay Sirotko’prigidan,

Tubsizlik qariga qulayotgani.

Hech kim,

hech kimi yo’q yolg’iz marhumning,

Ruhi uchganini endi bilganday,

Hech kim uning uchun aslo yig’lamay,

Faqat nay uni deb nola qilganday.

Go’yoki sahroning qoq o’rtasida,

Oxirgi daraxt ham quriyotganday.

So’nggi nafasgacha turadi mag’rur,

Uning bu holiga o’ksib yig’lar nay.

Qabriston tomonga ko’z yoshi tugab,

Horigan, sho’r ona qadam bosganday.

G’arib bir qabrga boqadi ma’sum,

O’rniga ezilib yig’layotir nay.

Qiyomat keldi-yu sarhisob tugab,

Arosat komida qoldi telbaday.

To’rt tomon bo’shliqdir, to’rt tomon cheksiz,

Faqat eshitilar uzoqlardan nay.

Bemor ko’zin ochmas bir oydan beri,

Go’yo o’zi tirik, ruhi o’lganday.

Uzun tuynuk bo’ylab yurib bormoqda,

Yo’lning oxiri yorug’, chalinmoqda nay.

O’rindiq ustida badavlat bir chol

Og’ir kunin eslar shukur qilganday.

Nahot ortda qoldi qiyinchiliklar,

Shu dam xayolida yangramoqda nay.

Beshik tepasida xokisor ona,

Alla aytayapti yig’layotganday.

Go’dak bu qo’shiqdan mast bo’lib uxlar,

Go’yoki jo’r bo’lib kuylamoqda nay.

Menchi uxlayapman, tushimda zulmat,

Nurni topolmayman ko’z yumulganday.

Atrofimda hech zot, hech bir narsa yo’q,

Past ovozda yangrar qayerdandir nay.

Hayot ummoniga quyiladi kuy,

Muhammad(s.a.v)ga Qur’on vahiy bo’lganday,

Muzaffar ularni qog’ozga solar,

Dardlar ulashar yangrayotgan nay.

**3-USUL**

**5 BOSQICHLI KONSPEKT**

Unga ko`ra 1 dan 5 gacha bo`lgan raqamlarda raqamlar qiymaticha ma’lumotlar (1 ga bitta, 2 ga ikkita, 3 ga uchta, 4 ga to`rtta, 5 ga beshta ma’lumot, ular qo`shib hisoblansa jami 15 ta ma’lumot) saralanadi. Raqamlardagi ma’lumotlar faqat bir axborotni tashkil etishi va ketma-ket izchillikni o`zida jo etishi zarur.

Mavzu: Masal haqida tushuncha (5-6-sinf)

1. Masal so`zi arab tilidan kirib kelgan;
2. \* “Namuna”, “misol” deganidir;

\* Didaktik, ya’ni axloqiy-ta’limiy janr;

1. \* Voqealar majoziy obrazlar orqali ochib beriladi;

\* Tanqidiy ruhda yozilib, unda jamiyat illatlari fosh etiladi;

\* Hajviy tasvir, mutoyiba, kinoya orqali tasvirlanadi;

1. \* Asosiy jihati shuki, u to'liq tarbiyaviy maqsadga yo'naltiriladi;

\*Ezop birinchi masalchi hisoblanadi;

\* Milodiy I va II asrlarida yashab o'tgan grek masalchilari Fedr, Babriy uning davomchilaridir.

\* Fedr Ezop masallarini she'riy yo'l bilan lotin tiliga tarjima qiladi.

1. \* Eng mashhur masalchilar: XVII asrda Fransiyada Lafonten, XVIII asrda Germaniyada Lessing, Gellert va XVIII-XIXasrlarda Rossiyada I. A. Krilov;

\*Qadimgi Sharq adabiyotida “Panchatantra”, “Kalila va Dimna” majoziy yo`lda yozilgan.

\* Alisher Navoiyning “Lison ut-tayr” asari to`liq majoziy xarakterda;

\* XVIII asr oxiri - XIX asr boshlarida yashab o'tgan Gulxaniyning “Zarbulmasal” asari o'zbek adabiyotida katta o`rin tutadi;

\* XX asrda o`zbek adabiyotida masal janrida asarlar bitgan ijodkorlar: Abdulla Avloniy, Hamza Hakimzoda Niyoziy, Yamin Qurbon, Sami Abduqahhor, Muxtor Xudoyqulovva boshq.

Ushbu konspekt usuli o`quvchiga ma’lumotlarni saralashni, ma’lumotlarni qisqa va lo`nda yozishni o`rgatib, esda saqlab qolish uchun qulayliklar yaratadi.

**4-USUL**

**ZEHN MATNI**

 “Unsin boyagi gapni duoday tez-tez qaytarib, qo`rquvni o`ziga yo`latmayotgan bo`lsa ham, ko`ngliga: “O`likning **yuzimikin**?” — degan gaplar keldi-yu, yuragi orziqib oyog'ini darrov sug'urib oldi va chuqurda qolgan **ro`molini** olgani yurak qilolmay, **oyoqchan** ketaverdi. Unsin bir necha qadam bosgandan keyin paranji-chimmati sag'ananing oldida qolganini eslab to`xtadi, lekin qaytib borgani botinolmadi.”

|  |  |
| --- | --- |
| **Noto`g`ri** | **To`g`ri** |
|  |  |
|  |  |
|  |  |

**5-USUL**

**KVADRAT TESTLAR**

Har bir darsda o`tilgan va o`tiladigan yangi mavzu bo`yicha o`quvchilarning mantiqiy fikrlashini o`stirish uchun noan`anaviy “kvadrat testlar” usulini qo`llash ancha samara beradi. Noan`anaviy “kvadrat testlar” usuli quyidagicha bo`ladi:

|  |  |
| --- | --- |
| 1936-yil | ? |
| Hikoya | Abdulla Qahhor |

Belgilangan sterilka bo`yicha mantiqiy bog`liqlikni hisobga olgan holda**“?”**belgisi o`rniga kerakli ma’lumotni yozing?

**Yechilishi:** 1936-yilda yozilgan qandaydir hikoya haqida gap borayapti. Keyingi kvadratda esa Abdulla Qahhorning nomi keltirilishi noma’lum hikoya muallifini oydinlashtiradi.Demak, 1936-yil Abdulla Qahhor tamonidan yozilgan hikoya nomi so`ralyapti.

**Javob:** “Bemor”. (So`roq (?) belgisi o`rniga aynan shu javob yoziladi.)



**6-USUL**

**“TEZYURAR SAVOL-JAVOB”**

O`tilgan darsni mustahkamlash yoki yangi mavzuni o`quvchilar tomonidan o`zlashtirilganini tekshirish uchun **“Tezyurar savol-javob”** interfaol usulini qo`llash mumkin. Ushbu usulning shartlari quyidagicha:

*Birinchidan,* o`qituvchidan boshqa hech kim gapirmaydi;

*Ikkinchidan,* savollarga javob faqat bir so`z yoki so`z birikmasi bilan ifodalanadi;

*Uchinchidan,* tezkor savolga tezkor javob uzog`i bilan uch soniyada yozilishi darkor. Berilayotgan savollar aniq, qisqa tarzda o`qilishi darkor;

*To`rtinchida,* har besh savoldan so`ng “Strelka” ishorasi beriladi. Unga ko`ra, yozilgan har besh savolga javobni soat harakatiga qarab o`quvchilar bir-birlarinikini ko`zdan kechiradilar hamda javobi yozilmagan savol raqamlariga belgi qo`yadi.

Masalan, 5-sinfda “Hamid Olimjonning hayoti va ijodi” mavzusi:

1. Qachon tug`ilgan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Qayerda tug`ilgan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Birinchi she’riy to`plamining nomi? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Qachon chop etilgan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. O`sha vaqt necha yoshda bo`lgan? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Strelka” (tekshiring).**

Savol-javob shu tarzda davom etadi.

 **\*\*\***

“Tezyurar savol-javob” interfaol usuli ajratilgan vaqtga qadar bir necha bosqichda davom etadi. Ushbu savol-javob besh bosqichda (jami 25 ta savol) amalga oshirilgan bo`lsa, bosqichlar sonini to`g`ri javoblar soniga bo`lamiz:

I – 3 ta, II – 4 ta, III – 5 ta, IV – 4 ta, V – 3 ta to`g`ri bo`lsa, baho (3+4+5+4+3=19:5=3.8) taqriban “4” bo`ladi. Bor-yo`g`i 4-5 daqiqada 25-35 ta savollarga oydinlik kiritiladi. Ushbu usulning o`qituvchiga afzallik tomoni shuki, o`quvchilarni bir vaqtning o`zida ommaviy baholashi, mavzuning barcha tomonlarining qamralishi, kim qanday o`zlashtirganini aniqlashi mumkin.

O`quvchiga esa tezkorlikning oshishi, qisqa javob ber olishi, olgan bilimlarining oson va tez mustahkamlanishiga turtki beradi.

**7-USUL**

**CHALA XAT**

«Maqol», aslida \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, «\_\_\_\_\_\_\_\_\_\_\_\_» degan ma’noni bildiradi. Uni «\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_» ham deydilar.

Maqolda fikr \_\_\_\_\_\_\_\_\_\_\_\_\_\_, xulosa \_\_\_\_\_\_\_\_\_\_\_\_\_, ifoda \_\_\_\_\_\_\_\_\_\_\_\_\_\_ bo`lishi lozim. Va, albatta, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ aytilishi talab etiladi, bu ibratli fikr \_\_\_\_\_\_\_\_\_\_\_\_ shaklida bo`lishi kerak.

Maqolda o`sha xalqning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_aks etadi.

Maqollarda ko`pincha so`zlar \_\_\_\_\_\_\_\_ ma’noda ishlatilgan bo`ladi.

**8-USUL**

**QISQA SHARH**

***Ijodkorga oid ma’lumotlarni to`ldiring.***

|  |  |
| --- | --- |
| 1932-yil 17-dekabr |  |
| Katta tagob qishlog‘i |  |
| Erkaboy |  |
| Robiyabibi |  |
| 1949-yili |  |
| 1955-yili |  |
| 1958-yili |  |
| 12 yil |  |
| 300 dan ortiq |  |

**9-USUL**

**OBRAZLARGA SHARH**

*** “Fanorchi ota” hikoyasidagi obrazlarga tavsif bering.***

**Qosim cho`loq**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Ahmad**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Fanorchi chol**

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**10-USUL**

 **ROST VA YOLG`ON**

**Sharti: Quyidagi ma’lumotlarning rost yoki yolg`onligini aniqlang!**

Yolg`on

Rost

Buvim mening bolaligimni turli ertak, qo'shiq, dostonlar bilan bezagan.

“...Hech kim o'z-o'zidan shoir bo'lib qolmaydi: yillar sabog'i, qilingan mehnat, badiiy adabiyotga bo'lgan qiziqish va e'tiqod orqali bunga erishish mumkin».

Yolg`on

Rost

Yolg`on

Rost

1965-yili Moskvadagi Oliy adabiyot kursiga o'qishga kirdim.Faqat bir yarim yilgina davom etgan mazkur kurs menga favqulodda ko'p bilimlar berdi.

Yolg`on

Rost

14 yoshida qishloq kengashiga kotib etib tayinlanadi.

**11-USUL**

 **SO`Z O`YINLARI**

**A) tuyuqlar asosida**

Ortiga ham qaramay yugurardi, **To**′**xtasin**,

Singlim dedi, zorlanib “Shoshmay tursin, **to**′**xtasin**”.

Mazali mevalardan biri bu **olma**,

Ammo uni aslo beruxsat **olma**!

Taomlardan lazzatlisi **qaynatma**,

Qaynatmani me’yorisiz **qaynatma**.

E′tiborli bo′lgin ko′p xayol **surma**

Yuraging dardlari go′yoki s**urma**

Hayot kitobingni bezamoq chog′i

Fursatni boy berma, ortga hech **surma.**

**B) Fikr davomi**

**Odamlar qiziq-a…**

*Bir joyda, hech kimga ziyoni tegmay oqayotgan ariqni loyqalatib, huzur qiladilar. (****Abdumavlon)***

*Faqat baxtni sevishadi, chunki tangrim barchamizni baxtning oltin ipiga o′rab yaratgan. (****Sharif)***

*G′iybat gunohning eshigi, deyishadi-yu, uning eshigidan bot-bot mo′ralashadi.(****Doniyor****)*

*Olmaning tagiga anor tushadi deb, umid qilishadi.(****Javlon****)*

*Dorbozlikni bilmasalarda, olov bilan o′ynashadi.(****Nozima****)*

*Bozorda pastga urib olgan narsasini uyga borib, maqtab-maqtab yeyishadi.(****Javohir****)*

*O′zi gunoh qilib turib, birovga “qilma” deydi. (****Husnora****)*

*U hali nimjon edi shamol turdi, gul barglari tebrana boshladi.Gul barglari to′kiladi.Umri yakun topdi. Yana bahor kelganda matonat ila yorug′ olam yuzini ko′rmoq uchun shoshadi, qorning zahrini, toshning qahrini yengadi. Aslida bu hayot qonuni! Birgina mitti gulning hayoti bizga o′rnak bo′lsa arzirlikdir, aziz tengdoshim.(****E`zoza****)*

*Oldinda tabiatning injiq fasli – kuz kirib kelayotgan edi.Dashtning quruq, izg′irin sovuqlari yovvoyi gulning barglarini sarg′aytirdi.Ojiza gul bu qiynoqlarga bardosh bera olmay, yorug′ dunyoni tark etdi. (****Naima****)*

**12-USUL**

**HISSADAN QISSA**

**Kibr-u havo manmanlik, ko′pchilikka baxtsizlik keltiradi.**

Ushbu gap mazmuniga xos masal ijod qiling.

***Namuna: Chigirtka bilan yashil qurt***

Bir kuni chigirtka qurtga maqtanib dedi:

- Voy sudralib yuruvchi-ey, hamma joyingni iflos qilib, sudralganing-sudralgan-a? Menga o′xshab erkin, sakrab-sakrab, o′ynab yursang bo′lmaydimi?

Bu so′zlarni eshitib turgan bargdagi yashil qurt esa lom-mim deya olmadi. Shunda qayerdandir “Pir” etib bir qush uchib kelib, barg rangiga qo′shilib ko′rinmay qolgan qurtni yemay chigirtkani poqqos tushurdi va uchib ketdi.

**13-USUL**

**ARALASH-QURALASH**

Yangi mavzuni mustahkamlash yoki uyga vazifa qilib quyidagi usulda topshiriq berilsa ham maqsadga muvofiq. Unga ko`ra, 1 dan 5 gacha raqamlar olinadi:

*Birinchi*, mavzu bo`yicha 5 ta ma’lumot;

*Ikkinchi,* 4 ta yopiq test;

*Uchinchi,* 3 ta savol-javob;

*To`rtinchi,* 2 ta ochiq test;

 *Beshinchi,* 1 ta“kvadrat test” tuziladi.

Har bir dars yuqoridagi kabi usullardan foydalanilgan holda tashkil etilsa, ta’limning har bir bosqichida innovatsion yondashuvlar bo`lsa o`quvchilarning ta’lim olishi yanada yaxshilanadi va jadallashadi.

**14-USUL**

**ILHOM PARVOZI**

Unga ko`ra, biror do`st tanlanadi. Keyin uning 3 ta yaxshi fazilati, 1ta kamchiligi 1-1 ta so`z bilan ifodalanadi.Qofiya tanlanadi-ismga xoslangan.

***Ismi: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***3 fazilat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***1 kamchiligi: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Qofiya: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Ana material tayyor, endi ijod qilamiz:

She’r:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**XULOSA**

Zamonaviy ruhdagi noan’anaviy darslarni tashkil etish:

O`qituvchiga:

1. O`z ustida muntazam ishlashga;
2. Doimo ijodiy izlanishga;
3. Yangilik bilan ishlashga;
4. Ilg`or pedagogik usullarni amalyotga joriy etishga turtki beradi.

O`quvchiga:

1. Mustaqil izlanishga;
2. Erkin ijodiy yondashuvga;
3. Mavzuni erkin tadqiq qilishga;
4. O`z xohishi bo`yicha dars qilishga;
5. Qiziqishlari bo`yicha tahsil olishlariga turtki beradi.

**Qaydlar uchun**

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**ONA TILI VA ADABIYOT FANIDAN**

**5-6-7-8-9-SINF UCHUN:**

* KONSPEKTLAR *(kundalik plan)*
* TAQVIMIY REJA *(yillik plan)*
* MUSTAQILLIK DARSI ISHLANMASI
* CHORAKLIK TESTLAR – ***HAR BIR O`QUVCHIGA ALOHIDA-ALOHIDA TARQATISH UCHUN!***
* OCHIQ DARSLAR
* ***ADABIYOT FANIDAN AMALIY MASHG`ULOTLAR*** *(o`quvchilar uchun zerikarli konspektlar o`rniga qiziqarli dars mashg`ulotlari)*

***Vaqt tejamini xohlaganlar uchun, albatta!***

***“Ўқитувчи” kanaliga qo’shiling! @muallimlar***

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Jamoliddin

Adabiyot fanidan **5-6-7-8-9**-sinflarga har bir mavzu uchun ochiq dars **SLAYDI-TAQDIMOTI*avgust oyidan sotuvda!***

*HAR BIR SINF ALOHIDA DISKDA!!!!*

+BONUS:

***MAVZULARGA OID AUDIO VA VIDEO MATERIALLAR***

**DIQQAT, YANGILIK !**