

O'QUVCHILARDA MUVAFFAQIYATGA ERISHISH MOTIVINI SHAKLLANTIRISH

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Annotatsiya: *Maqolada o'quvchilarning o'quv-biluv faoliyatini motivlashtirishda o'qituvchining o'рни, u ta'lim jarayonini tashkil etuvchi va boshqaruvchi subyekt sifatida o'quvchilarning o'quv-biluv faoliyatini bevosita boshqaruvchisi ekanligi yoritib berilgan.*

Kalit so'zlar: *motiv, muvaffaqiyat, fikr, "Ta'lim to'g'risida"gi qonuni va "Kadrlar tayyorlash milliy dasturi", didaktik jarayon.*

Biz insonlarga o'ylash, fikrlash, orzu qilish, tinimsiz harakatlar orqali ko'zlagan maqsadimizga yetish imkoniyati berilgan. Shuningdek, bizning kundalik say-harakatimiz, maqsadimiz doimo baxtiyor yashashni ko'zlaydi. Har kim muvaffaqiyat omilini o'zicha tasavvur qiladi. Kim uchundir muvaffaqiyatning yagona siri yaxshi o'qish bo'lsa, boshqa uchun odamning ko'ngliga yo'l topish va qattiq mehnat qilishidir. Muvaffaqiyatga qanday qarashimizdan qat'iy nazar mehnat qilish, harakat qilish demakdir.

Muvaffaqiyatli insonning hayot yo'liga e'tibor beradigan bo'lsak, ularning bunday darajaga erishishida bolalik chog'laridagi qaysidir g'alabasi yoki aksincha mag'lubiyati sabab bo'lganini ko'ramiz. Shaxs bo'lib shakllanishda atrof-muhit, tashqi ta'sirlar katta rol o'ynaydi. Avvalo bola hayotida ota-ona tarbiyasi muhimdir. Bolaning har bir yoshida uning dunyoqarashi turlicha bo'ladi. Darhaqiqat, ulg'aygani sari o'z fikri, g'oyalari shakllanadi. Bola dunyosi judayam qiziquvchan bo'ladi. Bola rivojlanishi uchun ta'sir qiladigan eng katta omillaridan biri bu maktab. Bolani erkin fikrlovchi, yangilikka intiluvchan, barkamol inson qilib tarbiyalash boshlang'ich sinflardan olib boriladi.

Boshlang'ich sinflarda yuqori bilim, ko'nikma va malakalarni shakllantirish uchun o'quv-biluv faoliyati samaradorligini oshirishga qaratilgan tadbirlar majmuasiga o'quvchilarning motivlari sohasini o'rganish masalalari ham muhim ahamiyat kasb etadi. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi qonuni va "Kadrlar tayyorlash milliy dasturi" hamda O'zbekistonda ta'lim tizimini isloh qilish va takomillashtirishga qaratilgan qator hujjatlarda ta'lim jarayonini insonparvarlashtirish va demokratlashtirish, uni shaxsga – ta'lim jarayonining asosiy subyektlaridan biriga qaratish alohida ta'kidlab o'tiladi. Shu munosabat bilan ta'lim tizimini isloh qilishning hozirgi bosqichida o'qituvchi va o'quvchi o'rtasidagi munosabatlarning adekvat modelini qurish uchun o'quvchi individual

xususiyatlarini tahlil etishga yanada sinchkovlik bilan yondashish talab etiladi. Qayd etilgan muammolarni tadqiq etish qator shart-sharoitlarga bog'liq. Avvalo, ta'limda o'quvchilar maqomini yangilash, ularni ta'lim jarayonining faol subyektiga aylantirish ehtiyoji tug'iladi. Binobarin, bu masala muammoning ikkinchi tomoniga, ya'ni o'quvchining ta'lim jarayoni subyektiga aylanish istagi va ehtiyojiga ham bog'liq. Aynan, ana shunday ehtiyojni ularda paydo etish, ya'ni o'quvchini o'quv-biluv faoliyatiga motivlashtirish bugungi kunning eng dolzarb muammolaridan biri bo'lib qolmoqda.

Boshlang'ich sinf o'quvchilari motivlari sohasini o'rganishga oid anchagina ilmiy tadqiqot ishlari olib borilishiga qaramay, motivlar sohasining korelyatsiyasi muammolari hali ham yetarli darajada o'rganilmaganligi sezilmoqda. Pedagog olimlar tomonidan olib borilgan qator didaktik tadqiqotlar shuni ko'rsatadiki, ta'lim jarayoni samaradorligini oshiradigan o'qitish omillari ichida o'quv-biluv faoliyatiga motivlashtirish omili birinchi o'rinda turar ekan, ya'ni ta'lim samaradorligi 92% o'quv-biluv faoliyatini motivlashtirishga bog'liq ekan. Inson tabiatini ozgina bo'lsada tushunadigan kishi buning bejiz emasligini e'tirof etadi. Motivlar didaktik jarayonning asosiy harakatlantiruvchi kuchidir. Harakatlantiruvchi motivlarni o'rganish, to'g'ri qo'llash va uni to'g'ri yo'naltira olish pedagogik faoliyat mazmunining asosiy mohiyatini belgilaydi. Motivlashtirish - (lotincha moveo - harakatlantiraman, siljitaman degan ma'nolarni anglatadi) bu o'quvchilarni samarali o'quv-biluv faoliyatiga, o'quv materiali mazmunini faol o'zlashtirishga yo'naltiradigan jarayonlar, metodlar, vositalarning umumiy nomidir. Obrazli qilib aytganda, motivlashtirish tizginlarini o'qituvchi ham, o'quvchilar ham o'z qo'llarida tutib turadilar. O'qitish faoliyati nuqtai nazaridan qarasa, ta'limni motivlashtirish, o'qish faoliyati nuqtai nazaridan qarasa, o'quv-biluv faoliyatini motivlashtirish haqida gapirish mumkin. Motivlashtirish shaxsning ruhiy holati va munosabatlarining o'zgarish jarayoni sifatida motivlarga asoslanadi. Motiv deganda shaxsni u yoki bu xattiharakatni amalga oshirishga majbur qiladigan muayyan sabab, turtki tushuniladi.

Shuningdek, motiv deganda o'quvchining o'z faoliyati perdmoriga munosabatini ham tushunish mumkin. Motivlar ehtiyoj va qiziqishlar, intilish va hissiyotlar, tayanch tushuncha va ideallar shaklida amal qilishi mumkin. Shuning uchun ham motivlar juda murakkab tuzilma bo'lib, alternativlar, tanlov va qarorlar tahlil qilinadigan, baholanadigan dinamik tizimdir. Motivlashtirishni o'rganish didaktika va pedagogik psixologiyaning markaziy muammolaridan biri bo'lib hisoblanadi. Bu borada muayyan yutuqlar qo'lga kiritilgan, ammo muammoning to'la yechimiga hali erishilgani yo'q. Motivlarning o'zgaruvchanligi, harakatchanligi, xilma-xilligi tufayli ularni muayyan tarkibiy tuzilmasini belgilash, boshqarishning aniq usul va vositalarini belgilash qiyin bo'lib hisoblanadi.

Xulosa. Biz bilamizki boshlang'ich sinf o'quvchilarining fikrlash doirasi hali to'laligicha rivojlanmagan. Olayotgan bilimlari o'zlari va kelajaklari uchun foydali

bo'lishini hali idrok eta olishmaydi. Ular o'qituvchi tomonidan berilgan topshiriqlarni yaxshi baho uchun, maqtov uchun, sinfdoshlari ichida ajralib turish uchun bajarishadi. O'qituvchi tomonidan baholanishi, rag'bat yoki jazo berilishi bola uchun o'qishga intilish motivini shakllantiradi.

Ta'lim jarayonida o'quvchilarning o'quv-biluv faoliyatini motivlashtirishda o'qituvchi juda muhim o'rin egallaydi. Chunki u ta'lim jarayonini tashkil etuvchi va boshqaruvchi subyekt sifatida o'quvchilarning o'quv-biluv faoliyatini ham bevosita boshqarib boradi. Ehtiyojlar, motivlar, stimullar - bir dalaning hosilidir. Ta'lim jarayonida o'quvchilarni stimullashtirish ularda o'quv-biluv motivlarining boshqa motivlardan ko'ra kuchliroq bo'lishiga xizmat qiladi.

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