3- SINF ONA TILI DARSLIGI TAHLILI

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Annotatsiya: *ushbu maqolada 3- sinflarning eski va amaldagi yangi ona tili (ona tili va o‘qish savodxonligi) darsliklari orasidagi farqli jihatlar qisqacha tahlil qilingan.*

Kalit so‘zlar: *o‘qituvchi kitobi, mashq daftari, nutqiy jarayon, nostandart mashq.*

3-sinf ona tili va o‘qish savodxonligi darsligi 2022-yildan boshlab amalda qo‘llanib kelmoqda. Ma’lumki, til ko‘nikma va malakalari insonning farovon yashashini ta’minlashga xizmat qiladigan boshqa ko‘nikmalardan (ayri) alohida tasavvur qilib bo‘lmaydi. Shuning uchun ham ularni rivojlantirishda inson hayotida uchraydigan vaziyatlardan foydalanish muhim. Bu birinchi navbatda o‘quvchida darsga qiziqish rag‘batini kuchaytiradi, ikkinchi navbatda esa foydalanilgan nutq vaziyatning ichida bo‘lgani uchun xotirada yaxshiroq saqlanib qoladi. Darslikning maqsadi: o‘quvchilarni turli hayotiy vaziyatlarda Grammatik jihatdan to‘g‘ri kommunikativ jihatdan erkin so‘zlaydigan darajaga olib chiqishni maqsad qilib qo‘ygan. O‘quvchining tilni qo‘llashdagi real ehtiyoji (ijtimoiy mu’loqot, akademik ta’lim) hisobga olingan va zaruriy lingvistik qurilmalar turli nutqiy vaziyatlarda berilgan. Ma’lumki, inson o‘zi guvoh bo‘lgan jarayonlarni va qanday bo‘lishidan qat’iy nazar o‘zi ichida yashagan vaziyatlarni xotirada saqlab qoladi. Hattoki, yosh bolalar ota-onalaridan ko‘rganlarini takrorlashadi. Bu esa bolalarda ko‘z xotirasi kuchli shakllanganidan dalolat beradi.

3-sinf ona tili va o‘qish darsligi 2022-2023-o‘quv yili boshlanguniga qadar alohida-alohida fan sifatida amalda qo‘llab kelingan. Bugungi kunda esa bu ikki darslik yaxlit bir kitob shaklida bolalarga taqdim qilindi. Bu jarayon ta’lim sifatini yanada yaxshilash hamda boshlang‘ich sinf o‘quvchilari dunyoqarashini kengaytirish maqsadida amalga oshirilgan albatta. Bu esa ta’lim innovatsiyasiga yaqqol misoldir. Bu fikrlar bilan eski darslik o‘zini oqlamadi degan fikrni aytib bo‘lmaydi. Aslida eski darslikning ham so‘nggi nashri 2019-yilda o‘quvchilar qo‘liga topshirilgan bo‘lib, juda mukammal ishlangan darslik hisoblanadi. Darslik mualliflari S.Fuzailov, M.Xudoyberganova, Sh.Yo‘ldoshevalar bo‘lib, ular ona tili darsligini qoidalar va nazariyalarga boy qilib tuzishgan. O‘qish darsligini alohida fan sifatida o‘qitilishini hisobga olsak, bu tabiiy hol albatta. Chunki ona tilini bolalar ongiga singdirishda qoidalar va nazariy ma’lumotlardan foydalanish va ularni yod oldirish an’anaviy usul bo‘lib qolgan va bu usul nafaqat bolalar uchun, balki o‘qituvchilar uchun ham odatiy hol bo‘lib qolgani hammaga ma’lumdir. Darslikka nazar tashlaydigan bo‘lsak, birinchi mavzudanoq qoida berilib ketilgan: Nutq – gaplar orqali bildirilga fikr, gap esa so‘zlardan iborat.[1] Bu qoidani esa bolalar yod olishlari kerak. O‘quvchi qoidani yod oladi lekin uning ma’nosini

tushunish uchun ancha mashq va vaqt kerak boʻladi. Lekin yangi milliy oʻquv dasturiga asoslangan darslikda oʻquvchida mashq orqali bajarib tushuncha hosil boʻladi. Ahamiyatli tomoni endi oʻqituvchilar uchun "Oʻqituvchi kitobi", oʻquvchilar uchun esa "Mashq daftari" ham bor. Darslikda oʻquvchilarning eng ogʻriqli muammosi boʻlgan ogʻzaki javob beriladigan alohida topshiriqlar ham ishlab chiqilgan. Yangi darslikda uyga vazifalar mavjud emas. Nutqiy mavzular asosida izchillikda bir- birini toʻldiradigan, oʻzi izlanib topishga qaratilgan nostandart mashq va topshiriqlar ishlab chiqilgan. Yangi darslikning yana bir afzallik tomoni boshlangʻich sinf oʻquvchilari maktabdan charchab borgandan soʻng uyda dam olishlari kerakligi koʻzda tutilgandir. Ya'ni uyga vazifa koʻpincha samarasiz topshiriqqa aylanib borayotgani sezilarli darajaga koʻtarilgan. Samarasiz topshiriq deyilganda oʻquvchilar bajarib kelayotgan uyga vazifalar yoʻl-yoʻlakay tekshirilayotgani yoki deyarli tekshirilmayotgani, oʻquvchi xato va yutuqlarini yetarli anglab olishi uchun vaqtning yetishmasligi nazarda tutilgan. Lekin mening fikrimcha uyga vazifalarni samarasiz topshiriq deyish unchalik ham toʻgʻri emas. Chunki shu paytgacha Shu paytgacha ona tili va oʻqish fanlari alohida oʻqitilgan. Endi esa ushbu ikki fanni birlashtirgan Ona tili va oʻqish savodxonligi fani esa dars soati saqlab qolingan holatda tashkil qilindi. Oʻqish fani asosan, badiiy uslubdagi mavhum tushunchalarni tashiydigan matnlardan iborat edi.

Xulosa oʻrnida shuni aytish mumkinki, yangi amaldagi darslik ta'lim uchun tom.ma'noda innovatsiya olib keldi desak boʻladi. Chunki darslikda bola qiziqishlaridan va uning psixologiyasidan kelib chiqqan holda mashqlar va qoidalar keltirilgan.

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