



BOSHLANG'ICH SINFLARDA INTEGRATSIYALASHGAN DARSLAR

M.Xolmatova

Qo'qon davlat pedagogika instituti o'qituvchisi

Jurayeva Madinaxon Pardazim qizi

QDPI talabasi

Annotatsiya: *Ushbu maqolada integratsion ta'lim haqida ma'lumotlar berilgan. Maqolada O'zbekistonda integratsiyalashgan darslar qanday olib borilishi to'g'risida mulohaza yuritilgan va takliflar kiritilgan.*

Kalit so'zlar: *Integratsiyalashgan ta'lim, o'quvchilar dunyoqarashi, ta'lim, tadqiqot, dars, bilim, fanlararo aloqa.*

Boshlang'ich maktab haqida gap yuritir ekanmiz Prezidentimiz Shavkat Miromonovich Mirziyoyevning yoshlarga qarata aytilgan quyidagi gaplariga e'tibor beraylik: "Yoshlarimiz haqli ravishda Vatanimizning kelajagi uchun javobgarlikni zimmasiga olishga qodir bo'lgan, bugungi va ertangi kunimizning hal etuvchi kuchiga aylanib borayotgani barchamizga g'urur va iftixor bag'ishlaydi".[1]

Shunday ekan, maktab o'quvchilarining dunyoqarashlarini yanada boyitib, ularni kelajakni ko'ra olishga o'rgatmoqlik zarur.

Maktabda, o'quvchilar odatda individual fanlarni o'rganadilar va dunyo bir va yaxlit ekanligini ko'rmaydilar. Matematikani, rus tilini, atrofimizdagi olamni, tasviriy san'at va boshqa fanlarni o'rganar ekanmiz, o'quvchilar bitta mavzudan olingan bilim va ko'nikmalarni boshqa fanda qo'llash mumkinligini anglamaydilar. Integratsiyalashgan ta'lim jarayonida bola nafaqat uni qiziqtiradigan mavzuda, balki unga qiziqmaydigan boshqa mavzularda ham bilim va ko'nikmalarni egallashni o'rganadi.[2]

Integratsiyalashgan ta'lim har qanday odamga o'z shaxsiyati va maqsadlariga erishish yo'llarini ochib berish uchun turli xil imkoniyatlarni beradi. "Integratsiyalashgan ta'lim" tushunchasi umumiy mavzu va maqsadlarni birlashtirgan darslar tizimi sifatida qaraladi. Bola har bir mavzu bo'yicha olingan bilimlarni birlashtirib, o'rganilayotgan obekt yoki hodisaning yaxlit ko'rinishini hosil qiladi. Integratsiyalashgan darsni qurish uchun tanlangan umumiy ta'lim fanlarining mavzulari yangi muammolar va vazifalarni hal qilish uchun fanlararo bilimlarni sinchkovlik bilan tanlashni talab qiladi. Ushbu texnologiyada tushuntirish-tasviriy, muammoli o'qitish, tabaqalashtirilgan, dasturlashtirilgan, ishlab chiqish kabi turli xil ta'lim va tarbiya turlari "yashirin".

Maktabga kelgan bolalar temperamenti, xotira turlari, qat'iyatliliklari bilan ajralib turadi. Integratsiyalashgan ta'lim - bu bolalarning yaxshiroq ochilishiga yordam beradigan texnologiyalardan biridir. Obyektlar o'rtasida aniq chegaralar yo'q. "Noto'g'ri yoki to'g'ri" javob berishdan qo'rqish yo'q.



Tarixiy va pedagogik tadqiqotlar tahlili shuni ko'rsatadiki, o'quvchilarni o'qitish jarayonida integratsiya muammosiga ichki va xorijiy pedagogika va maktab rivojlanishining barcha davrlariga e'tibor qaratildi.

Konstantin Dmitriyevich Ushinskiy ko'pincha bitta mavzu yoki faoliyat bilan bog'liq bo'lgan turli mavzular o'rtasidagi chuqur aloqani kuzatadigan o'z darslarini ishlab chiqishda (garchi bu atamani aytmasa ham) integratsiya elementlari haqida gapirdi.

Integratsiya vazifasi - o'qituvchilar va o'quvchilarga atrofimizdagi dunyoni har xilligi bilan ko'rish, uni qanday bo'lsa shunday qabul qilish.

Integratsiya - bu o'qitishning sifat jihatidan yangi bosqichida obyektlararo aloqalarni rivojlantirishning yuqori shakli.

Integratsiya mavzu tizimini yaxshilaydi, uning kamchiliklarini bartaraf etishga yordam beradi va obyektlar o'rtasidagi o'zaro bog'liqlik va o'zaro bog'liqlikni chuqurlashtirishga qaratilgan.

Integratsiyaning uch turi mavjud: boshlang'ich, kirish va kesish.

Boshlang'ich daraja - bu taniqli fanlararo aloqa.

Kirish darajasi turli xil obyektlar (matematika, ona tili, o'qish va boshqalar) mavzularining o'zaro bog'liqligiga asoslanadi.

Kesish darajasi turli mavzularni o'rganishda qonunlar, nazariyalarning qo'llanilishiga asoslanadi.[3]

Shuni ta'kidlash kerakki, muvaffaqiyatli targ'ib qilish uchun yaxshi natijalarga erishish uchun muayyan integratsiya shartlariga rioya qilish kerak.

- materialni o'rganish hajmi yoki mazmuniga yaqin bo'lishi kerak;
- bir xil yoki shunga o'xshash usullardan foydalanish kerak;

Integratsiya umumiy qonunlar yoki tushunchalar asosida amalga oshiriladi.

Birlashtirishning turli xil usullari mavjud.

Birinchidan, Sofya Nikolayevna Lysenkova usuli bo'yicha boshlang'ich maktabda bizga ma'lum bo'lgan bitta fanga integratsiya (ilg'or o'rganish va har bir darsda takroriy takrorlash).

Ikkinchidan, "Dunyo va ingliz tili", "Nutq va aloqa madaniyati" ("Ritorika"), "Matematika va ona tili", "Musiqqa va harakat" ("Ritm") va boshqalar singari birlashtirilgan o'quv fanlarini yaratish.

Uchinchidan, tarkibiga o'xshash bo'lmagan integral darslarni yaratish: ingliz tili - geografiya, ona tili - matematika va boshqalar.

Integratsiyalashuvning yana bir usuli bor (aralash), agar bir nechta obyekt birlashtirilgan bo'lsa (tarkib jihatidan o'xshash va unchalik emas), lekin to'rtta obyektidan ko'pi bo'lmaydi.

Integratsiyalashgan darslarni rejalashtirishda ushbu darslar uchun sanitariya-gigiyena talablariga e'tibor berish kerak:

1) Uzluksiz mashg'ulotlar 60 daqiqadan ko'p bo'lmagan, 1-2 daqiqalik jismoniy mashqlar va 1 kichik-almashtirish bilan;



2) Agar 60 daqiqadan so'ng birlashtirilgan dars davom etsa, unda toza havoda yurish kerak;

3) Vaqt doirasidagi integrallashgan dars ushbu fanlarning vaqtlari yig'indisiga teng emas;

4) Boshlang'ich maktabda darslar haftasiga 2-3 marta o'tkazilishi mumkin va 1-sinfning birinchi yarmida bunday darslar o'quvchilarni yaxshi moslashtiradi, o'rta va katta menejment bo'yicha integratsiyalashgan darslar haftasiga ko'pi bilan 1 marta o'tkaziladi

Integratsiyalashgan dars turli shakllarda bo'lishi mumkin:

- dars - ertak (syujet darsi);
- dars - ertak orqali sayohat (bosh qahramonga yordam bering);
- dars - sayohat (stantsiyalarda, butun guruhda yoki jamoaviy musobaqalarda);
- o'qituvchisiz dars (o'qituvchining rolini o'quvchi yoki bir nechta o'quvchilar ijro etganda);
- bilimlarni umumlashtirish darsi va boshqalar.

Integratsiyalashgan ta'lim g'oyasi bugungi kunda ayniqsa dolzarbdir, chunki u hukumat hujjatlarida belgilangan yangi ta'lim vazifalarini muvaffaqiyatli amalga oshirishga yordam beradi. O'qitishning integratsiyasi o'quv materiallarining tegishli mazmuniga, o'quv va uslubiy ta'minotga, yangi texnologiyalarga ega bo'lgan mutlaqo yangi ma'lumotni yaratishni ta'minlaydi.[4]

Integratsiyalashgan ta'limning samaradorligi shubhasizdir. Bunday mashg'ulotlar jarayonida mustaqillik, bilim faoliyati va o'quvchilarning qiziqishlari rivojlanadi. Integratsiyalashgan darslarning mazmuni, o'qituvchilarning o'quv faoliyati o'quvchilarning shaxsiga qaratilgan, shuning uchun ular qobiliyatlarini har tomonlama rivojlantirishga, o'quvchilarning fikrlash jarayonlarini faollashtirishga yordam beradi, turli fanlarga oid bilimlarni umumlashtirishga undaydi.[5]

Bu esa o'quvchilarning bilim darajasini oshirishga hizmat qiladi. Biz ta'lim va tarbiya tizimining barcha bo'g'inlari faoliyatini bugungi zamon talablari asosida takomillashtirishni o'zimizning birinchi darajali vazifamiz deb bilishimiz hozirgi zamonamiz talabiga aylanmoqda.

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