

ЎЗБЕКСТАН РЕСПУБЛИКАСЫ
ЖОҚАРЫ ҲАМ ОРТА АРНАЎЛЫ БИЛИМЛЕНДИРЎ МИНИСТРЛИГИ
ЎЖИНИЯЗ АТЫНДАҒЫ
НӨКИС МӘМЛЕКЕТЛИК ПЕДАГОГИКАЛЫҚ ИНСТИТУТЫ



«Тәлим-тәрбияның сапасын асырыўда илимий-инновациялық технологияларды әмелиятқа енгизиў мәселелери» атамасындағы
Халықаралық илимий-теориялық Online конференция

МАТЕРИАЛЛАРЫ

14-15 апрель

«Таълим-тарбиянинг сифатини оширишда илмий-инновацион технологияларни амалиётга жорий этиш масалалари» мавзусидаги
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«Тəлим-тəрбияның сапасын асырыўда илимий-инновациялық технологияларды әмелиятқа енгизиў мәселелери» атамасындағы Халықаралық илимий-теориялық online конференция материалларына Өзбекстан Республикасының жоқары хәм орта арнаўлы оқыў орынлары педагог-хызметкерлери, үлкен илимий хызметкер-излениўшилер, магистрантлар, талабалар хәм улыўма орта билим бериў мектеплери баслаўыш класс оқытыўшылары, сондай-ақ педагогика, психология пəнин оқытыўдың актуаль мәселелерине арналған илимий баянатлары киргизилген.

Еслетпе: Электрон топламда берилип атырған материаллардағы мағлыўматлар, плагиат көринислери, мазмунының хәм ондағы көрсетилген дереклердин дурыслығына авторлар өзлери жуўапкер.

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tárepinen arawlı oylap tabılmaǵanlıǵın, ol algashqı adamlardıń miyneti menen baylanıslı dórelgenligi hám aste-aqırın rawajlanıp barǵanlıǵın túsindiridi.

Baslawısh klaslarda tildin rawajlanıwı haqqındaǵı másele arawlı úyrenilmeydi. Tildin jámiyettegi rawajlanıwı menen baylanıslı rawajlanatuǵın qubılıs sıpatında ilimiy jaqtan áhmiyetke iye. Tildin leksikalıq tárepi basqalarǵa qaraganda háreketsheń, tez rawajlanatuǵın bolǵanlıqtan, tildin leksikası misalında baslawısh klass oqıwshılarının dárejesinde jámiyettin rawajlanıwı menen baylanıslı tildin de rawajlanıwı túsindiriledi [1;187]. Tildin leksikalıq quramda bolatuǵın ózgerisler boyınsha oqıtıwshı hám oqıwshılardıń baqlawı balalarda dúnyanı biliw haqqındaǵı túsiniqlerin qalıplestiriwge sáykes material beredi.

Oqıwshılar sózdin seslik tárepi menen onın leksikalıq mánisi, sózdin morfologiyalıq quramı menen leksikalıq mánisi, sózdin grammatikalıq mánisi menen onın belgili sóz shaqabına tiyisli ekenligi arasındǵı baylanıs sıyaqlı qubılıslardı bilip alıw ushın xızmet etedi. Bul baylanıs tildin fonetikalıq, leksikalıq, sóz jasalıw hám grammatikalıq táreplerinin bir-birine tásir etiwın xarakterleytuǵın ulıwma baylanıslardıń jeke kórinisi bolıp esaplanadı.

Balalardı sawat ashıwǵa úyretiwde logikalıq tapsırmalardan paydalanıp, oqıwshılardıń oy-pikiri rawajlandırıladı [2;5]. Tilde bilim beriwde oqıwshılardıń turmıslıq tájiriyesine súyeniw áhmiyetli. Oqıtıwshı teoriyalıq xarakterdegi ulıwmalastırıw zárúr bolǵan materiallardı toplaw basqışında da, berilgen bilimlerdi ámeliyatqa engiziw ushın da balalardıń turmıslıq tájiriyesine, sóylewge baylanıslı ámeliyatqa súyenedi. Tilge baylanıslı bilimdi úyreniw nátiyesinde oqıwshılar sóylewdin sıpatın úyrenedi, sanalılıǵı artadı hám lingvistikalıq kompetenciyları rawajlanıp baradı.

Ana tilin úyreniw barısında oqıwshılarda lingvistikalıq kompetenciylardı qalıplestiriw máselelerin sheshiwde mektepte ana tilin úyretiw tiykar bolatuǵın áhmiyetli. Materialdin ideyalıq baǵdarı hám ádebiy túsindiriliwi oqıwshılardıń pikirlewine, kewil keshirmelerine tásir etedi, qorshaǵan ortalıq haqqında bilimlerin keńeytedi, tilge hám onı dóretken xalıqqa qızıǵıwshılıǵın tárbiyalaydı, oqıwshılardıń ulıwmalıq pikirlewin rawajlandıradı hám olardıń dúnya tanıwın qalıplestiriwge tásir etedi. Keyingi jıllarda mekteptin ana tili sabaqlıqları hám oqıtıwshılar ushın baspadan shıqqan qollanbalardıń materialları mazmunına qoyılǵan talaplar biraz joqarıladı.

Solay etip, tildi úyreniw barısında oqıwshılarda lingvistikalıq kompetenciylardı qalıplestiriwde oqıtıwshının metodikalıq qatnası, oqıwshılar ózlestiretuǵın jámiyetlik hádiyse sıpatında rawajlanıp barıwshı til haqqındaǵı bilimler jıynaǵı, oqıwshılar bilip alatuǵın biliw usılı, tildi úyreniwge tiykar bolatuǵın materiallardın bilim beriwdegi, ideyalıq-siyasiy hám kórkemlik qádirin kóteriwge tásir kórsetedi.

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NON-TRADITIONAL LESSONS ARE IMPORTANT FOR USING INTERACTIVE METHODS AS A PROCE

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It is necessary to use a variety of educational activities, taking into account the age of children in preschool education, to combine the transfer of new knowledge with the consolidation and repetition of previously learned. Even review classes often involve other types of work: oral delivery. Read an interesting story. This type of training is called mixed (combined) or complex. The approximate structure of the combined exercise: checking homework and questions and answers with children, learning new material, preliminary testing of mastery, consolidation of new knowledge through exercises, repetition of previously learned in the form of conversations, checking children's knowledge and assessment, homework assignment.

A lesson to acquaint children with new materials or a lesson to impart new knowledge (learning) contains a relatively wide range of questions and requires a lot of time to learn, new material that is unfamiliar to students, its content learning process. In such lessons, depending on the content, the specific purpose, and the readiness of the children to work independently, in some cases, the new material is self-explanatory. In other cases - independent work of children under the guidance of the teacher, in the third case - both are used. The structure of the lesson of acquaintance with new material: repetition of the previous material, which is the basis for learning new material. Explain to the educator how to work with new material and textbooks, check and initial consolidation of knowledge comprehension, give homework.

The main content of the educational work in the consolidation of knowledge is the second understanding of previously acquired knowledge in order to consolidate it.

Children understand and deepen their knowledge from new sources or solve new problems according to the rules known to them, repeat their previous knowledge orally and in writing, or use them in order to deepen and consolidate what they have already learned. provide information on specific issues. In terms of structure, such training involves the following stages: checking the level of completion of the task, oral and written exercises, checking the duration of the task, homework.

Skills development and consolidation classes are related to knowledge consolidation classes. This process is done in the course of several special lessons. Other subjects will continue to learn new topics. At the same time, first the exercises are performed by the children with the help of the educator and first with a serious check of how they understand the task, and then the students themselves decide where to apply the rules. They need to be able to apply their skills and abilities in a variety of situations, including life.

Generalization lessons (generalization and systematization of knowledge) are lessons in which the most important questions from the previous material are repeated and systematized, gaps in children's knowledge are filled and important ideas of the course are revealed. General lessons are held at the end of the topic, section and training courses. Introduction and completion are an integral part of the lesson. Repetition and generalization can take the form of a story, a short message, a textbook reading, or a teacher talking to students.

Inspection (control) lessons help the teacher to determine the level of formation of knowledge, skills and abilities of students in a particular field, to identify shortcomings in the acquisition of educational material, as well as to determine how to perform the next tasks. Testing lessons require the student to apply all his knowledge, skills and abilities on this topic. Verification can be done both orally and in writing.

The mandatory element of all the lessons described above is the organizational and final stage. The organizational stage involves setting goals and ensuring the conditions for their acceptance by students, creating working conditions, updating the motives of learning activities and the formation of guidelines for comprehension, comprehension, memory of the material. At the end of the lesson, the achievement of goals is recorded, the individual participation of all or

individual students in their achievement is determined, their work is evaluated and their prospects are determined.

As an organizational form of education, the lesson is a dynamic phenomenon. It ensures the integrity of the pedagogical process and allows to find a positive solution to the educational and developmental tasks.

The main trends in the development of the course are clearly reflected in the requirements for the lesson.

Modern lessons must meet the following requirements:

Advances in science, the use of pedagogical technologies, the organization of lessons on the basis of the laws of the educational process;

ensuring the optimal ratio of all didactic principles and rules in the lesson;

creation of necessary conditions for thorough acquisition of knowledge by students, taking into account their interests, abilities and needs;

establishing interdisciplinary connections that students can understand;

relying on previously acquired knowledge and skills, as well as the level of development of students;

motivation and activation of all-round development of the person;

logical and emotional nature of all stages of educational activity;

effective use of pedagogical tools;

formation of necessary knowledge, skills and abilities, rational ways of thinking and acting;

the need to constantly enrich the existing knowledge;

Carefully design, plan, diagnose and predict each lesson.

Each lesson is aimed at achieving the following three main goals: teaching, education, development. With this in mind, the general requirements for the lesson are clearly expressed in the didactic, educational and developmental requirements.

Didactic (or educational) requirements include clear definition of educational tasks of each lesson, enrichment of the lesson with information, optimization of the content taking into account social and personal needs, introduction of the latest technologies of cognition, different forms, methods and forms. appropriate use, creative approach to the formation of the lesson structure, the use of various forms of independent work of students, as well as methods of teamwork, providing operational feedback, practical control and management, scientific purpose and skillful conduct of the lesson supply vs.

Educational requirements for the lesson are to determine the educational potential of the educational material, the activity of the lesson, the formation and setting of clearly achievable educational goals, the definition of educational issues that arise only from the goals and content of educational work, to bring up children in universal values, to form vital qualities (diligence, discipline, responsibility, discipline, independence, ability to work, attentiveness, honesty, etc.), to pay attention to students, to teach them pedagogical skills. to follow the rules of etiquette, to cooperate with students and to be interested in their success.

The constant developmental requirements in all lessons include the formation and development of positive qualities of students' learning activities, interest, creative initiative and activity, the study of the level of cognitive abilities of students, taking into account the "immediate zone of development. design ", organization of trainings at the level of " exceeding ", stimulation of new changes in development, foresight of " jumps " in intellectual, emotional, social development of students, such as operational restructuring of training on the basis of changes.

Structuring the stages of the didactic process in a certain sequence means the organization of students' learning activities using selected teaching methods in accordance with the objectives set for the topic. Teaching methods, by their nature and content, belong to one or another classification based on a certain pedagogical theory. When thinking about their effectiveness, the school (vocational college, higher education institution) regulates the teaching process and directs it purposefully, ensuring the joint activities of the teacher and the student (student). educational institutions) to what extent the goal is achieved. Or teaching methods are concepts that are directly related to teaching practices. "Teaching method initially exists in the mind of the educator as a generalized project of activity. This project is put into practice as a set of specific actions, practices or methods of teaching and learning, in the plane of the interaction of teacher and student activities. There are no other manifestations of the method, because in general, the teaching method itself is a didactic model of activity. "

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TEXNOLOGIYA FANIDAN SINFDAN TASHQARI ISHLARNING AHAMIYATI

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Sinfdan tashqari ishlar - bu o'quvchilarning turli xil faoliyat turlarini (ta'limdan tashqari) bir-biriga bog'laydigan tushuncha bo'lib, ularda ularni o'qitish orqali ijtimoiylashtirish muammolarini hal qilish mumkin.

Umumiy o'rta ta'lim tizimi davlat ta'lim standartida sinfdan tashqari ishlar yo'nalishi bo'yicha darslarni tashkil etish maktabdagi o'quv jarayonining ajralmas qismi ekanligini ta'kidlaydi. So'nggi paytlarda umumiy o'rta ta'lim tizimini takomillashtirish sohasida ko'p ishlar qilinmoqda.

O'qituvchining funksional vazifalari tarkibiga texnika to'garaklari, havaskorlik to'garaklari, texnologiyaning turli sohalar bilan bog'liq bo'lgan sinfdan tashqari mashg'ulotlar olib borilishi kiradi. Bunday ishlar o'quvchilarning ijodiy salohiyati va qobiliyatlarini shakllantirish, ularni shaxs sifatida tarbiyalashga qaratilgan maqsadli harakatning davomi hisoblanadi.

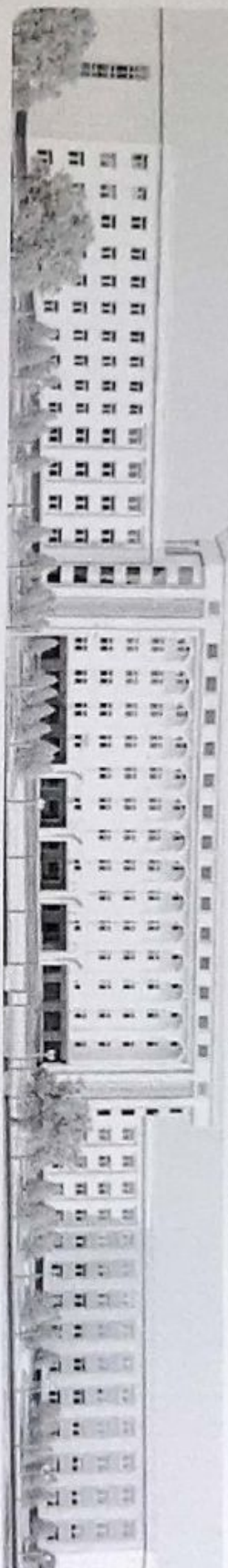
Sinfdan tashqari ishning o'ziga xos xususiyati - o'z qiziqishlariga ko'ra mustaqil ravishda sinflar profilini topadigan o'quvchilarning ixtiyoriy ishtirokidan iborat. Ta'lim ta'sirining mohiyati jamiyat ehtiyojlariga mos kelishi, ilmiy, madaniy va sportdagi g'alabalarni aks ettirishi kerak. O'qituvchi har doim o'z o'quvchilarining qiziqishlari doirasini hisobga olishga majburdir.

Sinfdan tashqari ishlar, tarbiyaviy ishlar bilan uzviy bog'liq bo'lib, ixtiyoriylik turiga qarab yaratiladi va uning mazmuni o'quvchilarning o'z hohishlariga javob berishi kerak. Bunday faoliyat maktab o'quvchilarining ijodiy shakllanish darajasidan boshlab, ko'p jihatdan so'rovlarni ko'rib chiqish va hisobga olishga imkon beradi.



ӘЖІНИВІЗ АТЫНДАҒЫ

НӨКІС МӘМЛЕКЕТЛІК ПЕДАГОГИКАЛЫҚ ИНСТИТУТЫ



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(КАТНАСЫҒЫШЫ, ИШТИРОҚЧИ, ҮЧАСТНИК, РАТЦИРАН)

«ТӘЛІМ-ТӘРБИЯНЫҢ САПАСЫН АСЫРЫҰДА ИЛІМИЙ-ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ӨМЕСІПІТҚА ЕНДІРІҰ МӘСЕЛЕЛЕРІ» АТАМАСЫНДАҒЫ ОНЛАЙН ХАЛЫҚ АРАЛЫҚ ИЛІМИЙ-ТЕОРИЯЛЫҚ КОНФЕРЕНЦИЯ

«ТАРЛИМ-ТАРБИЯНИНГ СИФАТИНИ ОШИРИПДА ИЛІМИЙ-ИННОВАЦИОН ТЕХНОЛОГИЯЛАРНИ АМАЛІЕТТА ЖОРНИ ЭТИШ МАСАЛАЛАРИ» МАВЗУСИДАГИ ОНЛАЙН ХАЛҚАРО ИЛІМИЙ-НАЗАРИЙ АНЖУМАН

МЕЖДУНАРОДНАЯ НАУЧНО-ТЕОРЕТИЧЕСКАЯ ОНЛАЙН КОНФЕРЕНЦИЯ НА ТЕМУ «ВОПРОСЫ ВНЕДРЕНИЯ В ПРАКТИКУ НАУЧНО-ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПОВЫШЕНИИ КАЧЕСТВА ОБУЧЕНИЯ И ВОСПИТАНИЯ»

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