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MAKTABGACHA YOSHDAGI BOLALARNI RIVOJLANTIRISHIDA INTERFAOL O‘YINLARDAN FOYDALANISH

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ANNOTATSIYA: Har bir pedagog ijodkorona ishlashga harakat qilishadi. U ustalik bilan bolaga bilim berishda o‘z maqsadiga erishish uchun tinmay harakat qiladi. O‘yindagi bola doimo ijrochi sifatida emas, balki uning faoliyatini yaratuvchisi sifatida ko‘rinadi. Pedagogning asosiy maqsadi bolalardagi xotirani, fikrlashni, tasavvurni va nutqni rivojlantirish uchun o‘yin usulidan foydalanishdir. Mazkur maqolada maktabgacha ta’lim yoshidagi bolalar uchun interfaol ta’limiy o‘yinlardan foydalanish borasida fikr yuritilgan.

АННОТАЦИЯ: Каждый учитель старается работать творчески. Он умело работает не покладая рук, чтобы достичь своей цели в обучении ребенка. Ребенок в игре всегда рассматривается не как исполнитель, а как творец своей деятельности. Основная цель педагога – с помощью игрового метода развивать у детей память, мышление, воображение и речь. В данной статье рассматривается использование интерактивных развивающих игр для детей дошкольного возраста.

Kalit so‘zlar: Interfaol o‘yin, ta’limiy o‘yin, didaktik o‘yin, gnostic, ijtimoiy-psixologik, intellektual faoliyat.

INTRODUCTION

Jahon ta’lim tizimida kreativlikni rivojlantirishning psixologik-pedagogik xususiyatlarini aniqlashtirish, kreativlikni rivojlantirishga doir ta’limiy faoliyatni tashkil etishning metodik tizimini takomillashtirish, ta’lim oluvchilarning kreativ faoliyatini amalga oshirish hamda innovatsion pedagogik texnologiyalarini ishlab chiqishga doir qator ilmiy izlanishlar olib borilmoqda. Hozirgi paytda ta’lim tizimida, shu jumladan, maktabgacha ta’lim tashkilotlarining ta’lim-tarbiya jarayonida ta’limga oid o‘yinlar va interfaol ta’lim texnologiyalaridan foydalanish alohida o‘rin tutmoqda.

Psixolog N.Boymurodovning ta’kidlashicha, materialni muvaffaqiyatli o‘zlashtirishda, avvalo diqqat kuchi belgilanadi, ba’zi tarbiyalanuvchilarni o‘rtoqlaridan orqada qolib ketishlari, ularning aql-idrok yoki xotiralarini zaifligidan emas, balki diqqatlarining bo‘shligidan kelib chiqadi. Interfaol o‘yinlar esa, barcha bolalarni diqqatlarini o‘zlariga jalb qiladilar.

N.Boymurodov yosh bolalarning idroki to‘g‘risida quyidagilarni yozgan: “Maktabgacha yoshdagi bolaning hayotida o‘yin hukmronlik qiladi va o‘yin tufayli bolaning idroki ham rivojlanadi, chunki bola o‘yinga aloqasi bo‘lgan buyumga ko‘proq e’tibor berib qaraydi va o‘z o‘yinida atrofdagi hayotni aks ettiradi. O‘yin, rasm chizish va shunga o‘xshash mashg‘ulotlar tufayli bolada kuzata bilish qobiliyati ham rivojlanadi”.

MATERIALS AND METHODS. Didaktik o‘yinlarning pedagogik jihatlaridan biri-ularni ta’limiyligidir. Tarbiyalanuvchi o‘yin davomida bir vaqtning o‘zida ham o‘yinda ishtirok etadi, ham ma’lum bir darajada ta’lim oladi. Ayrim o‘yinlarda bilimlarini mashqlarda namoyish qiladilar va ularni chuqurlashtiradilar.

Ta’limga oid o‘yinlar ta’lim berishning zamonaviy psixologopedagogik texnologiyalarida muhim o‘rin egallaydi. Usul sifatida ular XX asrning 70-yillarida keng tarqalgan. Hozirgi vaqtda qo‘llanilish sohasiga mos ravishda ta’limiy o‘yinlarning har xil turlari mavjud. Masalan, zobitlarni tayyorlashda harbiy o‘yinlar, aktyorlar uchun syujet-rolli o‘yinlar, tijoratchilar va rahbarlar uchun - maxsus treninglar mavjud.

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Ta’limga oid o‘yinlar asosiy uch vazifani bajaradilar:

- vositali: aniq bir ko‘nikma va malakalarni shakllantirish;
- gnostik: bolalarning bilimlarini shakllantirish va fikrlashlarini rivojlantirish;
- ijtimoiy-psixologik: kommunikativ ko‘nikmalarni rivojlantirish.

Har bir vazifaga o‘yinning aniq bir turi mos keladi: instrumental vazifa o‘yin mashqlarida, gnostik - didaktik, ijtimoiy-psixologik esa - rollik o‘yinlarda ifodalanishi mumkin.

Ta’limiy o‘yinlarini samaradorligini oshirish uchun uning texnologiyasi:

- o‘yinni ta’lim maqsadlariga mos bo‘lishi;
- immitatsion-rolli o‘yinni amaliy pedagogik (psixologik) vaziyatga ta’sir etishi;
- o‘yin qatnashchilarining o‘yin mazmuniga mos keladigan maxsus psixologik tayyorgarligi;
- o‘yinda ijodiy elementlaridan foydalanish imkoniyatlari;
- tarbiyachi (psixolog) nafaqat rahbar sifatida, balki o‘yin jarayonida “to‘g‘rilovchi” va maslahatchi sifatida ham ishtirok etish kabi talablarga tayyor bo‘lishi kerak.

Ixtiyoriy ta’lim berish o‘yini bir necha bosqichdan iborat bo‘lishi mumkin:

a) o‘yin muhitini yaratish - bu bosqichda o‘yinning mazmuni va asosiy vazifasi aniqlanadi, uning qatnashchilarini psixologik tayyorgarligi amalga oshiriladi;

b) o‘yin jarayonini tashkil etish - bu bosqichda qatnashchilarga o‘yin qoida va shartlari tushuntiriladi va ular orasida rollarni taqsimlash amalga oshiriladi.

c) o‘yinni o‘tkazish - bunda qo‘yilgan maqsad hal qilinadi;

*d) yakun yasash - b*u bosqichda qatnashchilarning o‘zlari ham, maxsus ekspertlar (psixolog, pedagog) tomonidan ham o‘yin borishi va natijalari tahlil etiladi.

RESULT AND DISCUSSIONS. Shuni ta’kidlash kerakki, ta’limiy o‘yinlarda faqat oddiy o‘yin uslubi foydalanilmaydi. O‘yin jarayonida guruhiy, individual ish, birgalikda muhokama, test va so‘rov o‘tkazish, rolli vaziyat yaratishlardan foydalanish mumkin. Ta’lim berish jarayonida o‘yin yordamchi element sifatida qisman nazariy materialga qo‘shimcha sifatida foydalaniladi.

Ta’limiy o‘yinlarning uslubi va hususiyatidan kelib chiqib, ularni quyidagi turlarga ajratish mumkin:

- **Immitatsion o‘yinlar** hisob-kitobga asoslangan kasblarni immitatsiya qilish, bolalarni kasbga yo‘naltirish maqsadida foydalaniladi. Masalan, o‘yinida shartli tikuv ishlab chiqarish faoliyati imitatsiya qilinadi, shuningdek, mahsulotlarni modellashtirish va tikish bo‘yicha tasavvurlari amaliy ko‘nikmalar shakllantiriladi .
- **Mazmunli-rolli o‘yinlar** (ularning asosida aniq hayotiy, ishchan yoki boshqa vaziyat yotadi. Bunday holda, o‘yin har bir qatnashchi aniq rolni bajaradi. O‘yin bunday holda mazmuni - intellektual faoliyat shaklli ijodiy o‘yinlardir, shuning uchun bu holda qatnashchilarni tayyorlash va o‘yin ssenariysini ishlab chiqish katta ahamiyatga ega.
- **Innovatsion o‘yinlar** (ularning boshqa o‘yin turlaridan ajralib turadigan farqi, harakatli tuzilishga ega ekanligi va o‘yinni bir necha o‘qitish rivojlantiruvchi “fazolarda”, masalan, kompyuter dasturlaridan foydalanib o‘tkazishdir. Innovatsion o‘yinlar zamonaviy pedagogik va axborot texnologiyalaridan foydalangan holda sifatli bilim olishga qaratilgan.

CONCLUSION. Xulosa qilib aytganda, ta’limga oid o‘yinlarining ta’lim va psixologiyadagi o‘rni nihoyatda ahamiyatlidir. Pedagogikada ular tarbiyalanuvchilarning faolligini, tashabbusini, mustaqilligini rivojlantirishga asoslangan rivojlantiruvchi ta’limning ajralmas tarkibiy qismidan iboratdir. Ishchanlik o‘yinlarining ahamiyati to‘g‘risida pedagog-psixolog M.I.Maxmutov, “ushbu texnologiyaning ahamiyati bolalarning bilish, ijtimoiy va kasbiy faolligini rivojlantirishdan, ularda ishchanlik o‘yinlarida qatnashish ko‘nikmalarini shakllantirishdan iborat” deb takidlagan edi. Ta’limga oid o‘yinlari psixologik ahamiyat kasb etadi va kasbiy va shaxsiy sifatlarini rivojlanishlariga imkoniyat yaradi.

Ta’limiy o‘yinlar ta’lim berishda ham, xuddi shunday boshqa faoliyat sohalarida ham o‘z tatbiqini topgan harakat texnologiyalarini ifodalaydilar. Pedagogikada ular ta’lim jarayonini

faollashtirishga, tarbiyalanuvchilarning ijod qilishlariga motivatsiya berish imkoniyatini yaratadilar. O‘yin uslublaridan foydalanilgan psixologik treninglar, o‘yin vaziyatlarida hayotda ko‘pincha uchrab turadigan muammolarni hal qilish, tarbiyalanuvchilarning qiziqishining orttirish imkoniyatlarini beradilar, shuningdek, ochiq, munosabat muhitini yaratadilar.

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