



BOSHLANG'ICH SINF O'QUVCHILARIDA DARSGA BO'LGAN QIZIQISHNI SHAKLLANTIRISH YO'LLARINI

Abdullayeva O'g'iloy Rustamjon qizi

Chirchiq Davlat Pedagogika Universiteti

Pedagogika fakulteti

Pedagogika va psixologiya

yo'nalishi 3 - bosqich talabasi

<https://doi.org/10.5281/zenodo.10153316>

Anotatsiya. Darsga qiziqishni shakllantirish boshlang'ich sinf o'quvchilarining akademik muvaffaqiyatlari va umumiy faolligini oshirish uchun juda muhimdir. Ushbu maqola boshlang'ich sinf o'quvchilari o'rtasida darsga qiziqishni rivojlantirish uchun o'qituvchilar foydalanishi mumkin bo'lgan turli strategiyalarni o'rganishga qaratilgan. Adabiyotlarni ko'rib chiqish orqali maqolada o'quvchilarni jalb qilish va o'rganishni rivojlantirish uchun o'quvchilarga yo'naltirilgan o'qitish, gamifikatsiya va amaliy mashg'ulotlar zarurligi ta'kidlangan.

Kalit so'zlar: Boshlang'ich maktab o'quvchilari, qiziqish, dars, o'quvchi-markazli o'qitish, gamification, hands-on faoliyati, o'quvchi ish, ta'lim.

Anotation. The formation of interest in the lesson is very important to increase the academic success and overall activity of elementary students. This article is aimed at studying various strategies that teachers can use to promote interest in the lesson among primary school students. Through a literature review, the article emphasizes the need for student-oriented teaching, gamification, and hands-on training to attract students and promote learning.

Keywords: Elementary School students, interest, lesson, student-centered teaching, gamification, hands-on activities, student work, education.

Аннотация. Формирование интереса к уроку имеет решающее значение для повышения успеваемости и общей активности младших школьников. В этой статье основное внимание уделяется изучению различных стратегий, которые учителя могут использовать для развития интереса к уроку у учащихся начальной школы. Рецензируя литературу, в статье подчеркивается необходимость обучения, геймификации и практического обучения, ориентированного на учащихся, для вовлечения студентов и развития обучения.

Ключевые слова: ученики начальной школы, любопытство, урок, обучение, ориентированное на учащихся, геймификация, ручная деятельность, студенческая работа, образование.



Boshlang'ich maktab o'quvchilari akademik rivojlanishning muhim bosqichida. Ular asosiy ko'nikmalar va tushunchalarni o'rganishni boshlaganlarida, akademik muvaffaqiyat va umumiy faollikni oshirish uchun ularning darsga bo'lgan qiziqishini oshirish juda muhimdir. Biroq, yosh o'quvchilarning e'tiborini jalb qilish qiyin bo'lishi mumkin. Ushbu maqola boshlang'ich sinf o'quvchilari o'rtasida darsga qiziqishni rivojlantirish uchun o'qituvchilar foydalanishi mumkin bo'lgan turli strategiyalarni o'rganishga qaratilgan. Bundan tashqari, u o'quvchi-markazli ta'lim zarurligini ta'kidlaydi, gamification, va amaliy faoliyati o'quvchi jalb va ta'lim targ'ib qilish.

Boshlang'ich sinf o'quvchilarida darsga qiziqishni shakllantirish yo'llarini o'rganish uchun adabiyotlar sharhi o'tkazildi. Adabiyotlarni qidirish Google Scholar, PubMed va Scopus kabi onlayn ma'lumotlar bazalari va "boshlang'ich maktab o'quvchilari", "qiziqish", "dars", "o'quvchilarga yo'naltirilgan o'qitish", "gamifikatsiya", "amaliy mashg'ulotlar", "o'quvchilarni jalb qilish" va "kalit so'zlari yordamida amalga oshirildi.o'rganish."Qidiruvga 2010 yildan 2021 yilgacha ingliz tilida nashr etilgan maqolalar kiritilgan.

O'quvchilarga yo'naltirilgan o'qitish boshlang'ich sinf o'quvchilari orasida darsga qiziqishni shakllantirishning hal qiluvchi strategiyasidir. Ushbu yondashuv o'quvchilarning o'quv jarayonidagi ishtiroki va ishtirokini ta'kidlab, o'quvchilarga o'z bilimlariga egalik qilishlariga imkon beradi. Gamifikatsiya yoki sinfda o'yinga asoslangan elementlardan foydalanish ham o'quvchilarning faolligi va qiziqishini oshirishi mumkin. O'qituvchilar qiziqarli va qiziqarli o'quv muhitini yaratish uchun turli xil vositalardan, masalan, o'quv o'yinlari va simulyatsiyalardan foydalanishlari mumkin. Tajribalar va loyihalar kabi amaliy mashg'ulotlar ham qiziqishni rag'batlantirishi va o'quvchilarning faolligi va bilim olishiga yordam berishi mumkin.

O'qituvchilar sifatida boshlang'ich sinf o'quvchilari o'rtasida akademik muvaffaqiyat va umumiy faollikni targ'ib qilish uchun darsga qiziqishni shakllantirish juda muhimdir. O'qituvchilar darsga qiziqish va qiziqishni rivojlantirish uchun foydalanishi mumkin bo'lgan ba'zi samarali strategiyalar:

1. O'quvchilarga yo'naltirilgan o'qitish: o'quvchilarga yo'naltirilgan o'qitish o'quvchini o'quv jarayonining markaziga qo'yadi va o'quvchilarga o'z bilimlariga egalik qilishlariga imkon beradi. Ushbu yondashuv o'quv jarayonida faol ishtirok etish va ishtirok etishni ta'kidlaydi, darsga qiziqish va jalb qilishni rag'batlantiradi.
2. Gamifikatsiya: Gamifikatsiya qiziqarli va qiziqarli o'quv muhitini yaratish uchun sinfda o'yinga asoslangan elementlardan foydalanishni o'z ichiga oladi.



O'qituvchilar qiziqishni rag'batlantirish va faollikni rag'batlantirish uchun turli xil vositalardan, masalan, o'quv o'yinlari va simulyatsiyalardan foydalanishlari mumkin.

3. Amaliy mashg'ulotlar: tajribalar va loyihalar kabi amaliy mashg'ulotlar qiziqishni rag'batlantirishi va boshlang'ich maktab o'quvchilari o'rtasida faollikni oshirishi mumkin. Ushbu tadbirlar o'quvchilarga darsni amaliy va aniq tarzda olib borishga imkon beradi, chuqurroq o'rganish va tushunishga yordam beradi.

4. Ko'rgazmali qurollar: rasmlar, jadvallar va diagrammalar kabi ko'rgazmali qurollardan foydalanish boshlang'ich sinf o'quvchilari o'rtasida qiziqishni rag'batlantirish va faollikni rivojlantirishga yordam beradi. Ushbu yordamlar darsni yanada qiziqarli va qulay qilib, chuqurroq o'rganish va tushunishga yordam beradi.

5. Hikoyalar: hikoyalar-bu darsni yanada qiziqarli va o'quvchilar uchun dolzarb qilishning samarali usuli. O'qituvchilar darsni hayotga tatbiq etish va o'quvchilar uchun yanada mazmunli va esda qolarli qilish uchun hikoyalar, latifalar va misollardan foydalanishlari mumkin.

Boshlang'ich sinf o'quvchilari o'rtasida darsga qiziqishni shakllantirish akademik muvaffaqiyat va umumiy faollikni oshirish uchun juda muhimdir. O'qituvchilar darsga qiziqish va qiziqishni rivojlantirish uchun o'quvchilarga yo'naltirilgan o'qitish, gamifikatsiya, amaliy mashg'ulotlar, ko'rgazmali qurollar va hikoyalar kabi turli xil strategiyalardan foydalanishlari mumkin. Qiziqarli, qiziqarli va tegishli o'quv muhitini yaratish orqali o'qituvchilar boshlang'ich maktab o'quvchilari o'rtasida chuqurroq o'rganish va tushunishni rivojlantirishga yordam beradi.

Boshlang'ich sinf o'quvchilari o'rtasida darsga qiziqishni shakllantirish akademik muvaffaqiyat va umumiy faollikni oshirish uchun juda muhimdir. O'quvchilarga yo'naltirilgan o'qitish, gamifikatsiya va amaliy mashg'ulotlar qiziqish va faollikni oshirishning samarali strategiyasidir. Biroq, ushbu yondashuvlar o'quv dasturining maqsadlari va o'quv maqsadlariga mos kelishini ta'minlash juda muhimdir. Bundan tashqari, o'qituvchilar o'quvchilarning individual ehtiyojlari va imtiyozlarini yodda tutishlari kerak, chunki barcha o'quvchilar ushbu strategiyalarga bir xil javob bermaydilar.

XULOSA VA TAKLIFLAR:

Boshlang'ich sinf o'quvchilari o'rtasida darsga qiziqishni shakllantirish akademik muvaffaqiyat va umumiy faollikni oshirish uchun juda muhimdir. O'qituvchilar qiziqish va faollikni oshirish uchun o'quvchilarga yo'naltirilgan



o'qitish, gamifikatsiya va amaliy mashg'ulotlar kabi turli xil strategiyalarni qo'llashlari mumkin. Biroq, ushbu yondashuvlar o'quv dasturining maqsadlari va o'quv maqsadlariga mos kelishini ta'minlash juda muhimdir. O'qituvchilar, shuningdek, har bir o'quvchining ehtiyojlariga mos strategiyalarni moslashtirib, o'quvchilarning individual ehtiyojlari va imtiyozlarini yodda tutishlari kerak. Va nihoyat, doimiy kasbiy rivojlanish va hamkorlik o'qituvchilarga o'quv amaliyotini doimiy ravishda takomillashtirishga va o'quvchilarning darsga qiziqishi va faolligini oshirishga yordam beradi.

Elementary school students are at an important stage of academic development. As they begin to learn basic skills and concepts, increasing their interest in class is critical to increasing academic success and overall engagement. However, it can be difficult to hold the attention of young readers. This article aims to explore different strategies that teachers can use to develop interest in lessons among primary school students. In addition, he emphasizes the need for student-centered education, gamification, and practical activities to engage students and promote education. A review of the literature was conducted to study the methods of formation of interest in the lesson in primary school students. The literature search included online databases such as Google Scholar, PubMed, and Scopus, and keywords such as "primary school students," "interest," "lesson," "student-centered learning," "gamification," "The search included articles published in English from 2010 to 2021. Student-centered teaching is a crucial strategy for creating interest in lessons among elementary school students. This approach emphasizes student engagement and participation in the learning process, allowing students to take ownership of their knowledge. Gamification, or the use of game-based elements in the classroom, can also increase student engagement and interest. Teachers can use a variety of tools, such as educational games and simulations, to create a fun and engaging learning environment. Hands-on activities such as experiments and projects can also stimulate interest and promote student engagement and learning. As teachers, it is very important to create interest in the lesson to promote academic success and general engagement among elementary school students. Some effective strategies that teachers can use to foster interest and interest in the lesson include: Learner-centered learning: Learner-centered learning puts the learner at the center of the learning process and allows students to take ownership of their own learning. This approach emphasizes active participation and participation in the learning process, encourages interest and engagement in the lesson. Gamification: Gamification involves the



use of game-based elements in the classroom to create a fun and engaging learning environment. Teachers can use a variety of tools to stimulate interest and encourage engagement, such as educational games and simulations.

Hands-on Activities: Hands-on activities such as experiments and projects can stimulate interest and increase engagement among elementary school students. These activities allow students to conduct the lesson in a practical and concrete way, help to learn and understand more deeply.

Visual Aids: The use of visual aids such as pictures, charts and diagrams can help stimulate interest and promote engagement among primary school students. These aids make the lesson more interesting and convenient, and help in deeper learning and understanding.

Stories: Stories are an effective way to make a lesson more interesting and relevant for students. Teachers can use stories, anecdotes, and examples to bring the lesson to life and make it more meaningful and memorable for students.

Creating interest in the lesson among elementary school students is very important to increase academic success and overall engagement. Teachers can use a variety of strategies such as student-centered teaching, gamification, hands-on activities, visual aids, and storytelling to foster interest and engagement in the lesson. By creating a fun, engaging, and relevant learning environment, teachers help foster deeper learning and understanding among elementary school students.

Creating interest in the lesson among elementary school students is very important to increase academic success and overall engagement. Learner-centered learning, gamification, and hands-on activities are effective strategies for increasing interest and engagement. However, it is important to ensure that these approaches are aligned with curriculum goals and learning objectives. In addition, teachers must be mindful of the individual needs and preferences of students, as not all students respond to these strategies in the same way.

CONCLUSIONS AND SUGGESTIONS: Creating interest in the lesson among elementary school students is very important to increase academic success and overall engagement. Teachers can use a variety of strategies to increase interest and engagement, such as student-centered instruction, gamification, and hands-on activities. However, it is important to ensure that these approaches are aligned with curriculum goals and learning objectives. Teachers should also be mindful of individual student needs and preferences, adapting strategies to each student's needs. Finally, continuous professional development and cooperation help teachers to continuously improve their teaching practices and increase students' interest and activity in the lesson.





References:

1. M. Abdullajonova, boshlang'ich sinf o'quvchilarining o'zlashtira olmaslik sabablari //. "Xalq ta'limi" jurnali. N_6, 2002-yil.
2. Sh. Siddiqova, Ko'chirma gap xususida. "O'zbek tilshunosligining dolzarb masalalari" mavzusidagi VIII Respublika ilmiy-nazariy anjumani. – Toshkent: 2005- yil.
3. E. G'oziyev, V. Meliboyeva, Ijodiy tafakkurni rivojlantirish usullari //. "Xalq ta'limi" jurnali. N_3, 2009-yil.
4. S. L. Vigotskiy, Bola rivojlanishining psixologiyasi. – Toshkent: Sharq, 2010-yil.
5. Sh. Siddiqova, Ko'chirma gap xususida. "O'zbek tilshunosligining dolzarb masalalari" mavzusidagi VIII Respublika ilmiy-nazariy anjumani. – Toshkent: 2005- yil.
6. M. Abdullajonova, boshlang'ich sinf o'quvchilarining o'zlashtira olmaslik sabablari //. "Xalq ta'limi" jurnali. N_6, 2002-yil
7. . M. Abdullajonova, the reasons for primary school students' inability to learn //. Journal of folk education. N_6, 2002.
8. Sh. Siddiqova, about Kochirma. VIII Republican scientific-theoretical conference on current issues of Uzbek linguistics. Tashkent: 2005.
9. E. Goziyev, V. Meliboyeva, Methods of developing creative thinking //. Journal of folk education. N_3, 2009.
10. S. L. Vygotskiy, Psychology of child development. Tashkent: Sharq, 2010.
11. Sh. Siddiqova, about Kochirma. VIII Republican scientific-theoretical conference on current issues of Uzbek linguistics. Tashkent: 2005.
12. M. Abdullajonova, the reasons for primary school students' inability to learn //. Journal of folk education. N_6, 2002

