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THE NECESSITY OF DEVELOPING SOCIAL-EMOTIONAL SKILLS IN
PRIMARY SCHOOL STUDENTS

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Annotation: *This article analyzes the necessity of developing modern social-emotional skills in primary school students and presents the authors' individual approach.*

Key concepts: *primary school, student and skill, sociality and emotionality, education and upbringing, approach and experience.*

In Uzbekistan, the process of implementing primary education in accordance with the requirements of international education programs and the experiences of foreign countries is ongoing. It is important to note that the main focus is being placed on developing the skills of primary school students through various means. Therefore, each academic year, specific skills for primary school students are prioritized and implemented in general secondary schools. In this context, it is essential to highlight that the development of 5 social-emotional skills for primary school students has been planned for the 2024-2025 academic year. We will draw your attention to the analysis of this necessity.

According to the Decree of the President of the Republic of Uzbekistan No. PQ-232, dated June 21, 2024, regarding the establishment of the National Institute of Education named after Qori Niyoziy, the task of developing the following 5 social-emotional skills for primary school students, as well as all students in general secondary education schools, has been outlined for the 2024-2025 academic year:

- 1) Self-awareness;
- 2) Self-management;
- 3) Social awareness;
- 4) Relationship skills with peers;
- 5) Responsibility in complex situations.

These social-emotional skills hold significant importance as they are formed in the consciousness, worldview, and morality of primary school students. In this regard, it is essential to comprehend the meaning and substance of these skills.

The self-awareness skill of primary school students signifies their ability to utilize the knowledge and skills they have acquired. This includes the ability to communicate in their

native language, acquire nurturing skills based on national values, and align their desires with the wishes of others, which is regarded as a fundamental necessity for primary school students.

The foundations of self-management skills for primary school students involve behavior in complex situations, adhering to awareness in relationships with teachers and peers, and harmonizing their thoughts with those of others. Therefore, by experiencing any complex situation, primary school students gradually develop their self-management skills.

The foundations of social awareness skills for primary school students include knowing how to appropriately use various information and data, engaging with the educational materials on their learning tablets with interest, and understanding information relevant to their age and characteristics. Thus, developing this skill is defined as one of the most important pedagogical tasks in contemporary education. **The Importance of Forming Peer Relationships in Primary School Students**

Forming unique relationships with peers for primary school students is also one of the important pedagogical tasks. The foundation of this skill involves the primary school student engaging in equal and active relationships with peers, feeling part of their peer group during the educational process, and being an example to their peers with their individual qualities. Therefore, it is imperative to develop the skill of relating to peers among primary school students based on contemporary approaches.

The ability of primary school students to behave responsibly and act independently when making decisions in complex situations is also of significant importance. The foundations of this skill constitute the student's conduct during lessons, in the classroom, at school, and during extracurricular activities, where they face complex events and phenomena, attempt to find solutions to difficulties, and take open actions to follow the right path. Hence, a sense of responsibility is cultivated in students in grades 1-2, while from grades 3-4, the skills for responsible action are developed.

It should be noted that the formation of these 5 social-emotional skills in primary school students is one of the most important practical issues. In this regard, it is appropriate to rely on existing national pedagogical experiences.

The Necessity of Developing Social-Emotional Skills in Primary School Students

The necessity of developing social-emotional skills in primary school students is defined by several needs. In this context, the primary aspects of this necessity include:

- 1) Establishing the education of primary school students on new foundations;
- 2) Developing the skill of independent activity among primary school students to an adequate level;
- 3) Raising primary school students as individuals.

Establishing primary school education on new foundations is one of the critical necessities. Today, primary school students spend a significant amount of their day at

educational institutions. As a result, various social influences on their upbringing are increasing. Thus, it is essential to organize the education of primary school students based on new principles while developing their social-emotional skills in contemporary contexts. For instance, today's social life demands the prioritization of self-awareness skills in the consciousness of primary school students.

The necessity to develop the independent activity skills of primary school students at an adequate level is also an important issue. This is because primary school students engage in activities at educational and social institutions for five days a week. Given that there are various educational environments in these institutions, it is essential to develop the independent activity skills of primary school students. For instance, developing social awareness skills in primary school students can help free them from the information trap. Social awareness serves as a foundation for primary school students to naturally perceive events and information.

Ensuring that primary school students grow as social individuals today is also one of the important necessities. Accordingly, a primary school student is perceived not only as a subject of the education and upbringing process but also as an object of social life. Therefore, by developing the independent activity skills of primary school students, the groundwork is laid for their maturation as social individuals. This will lead to the development of their ability to act correctly in any complex situation.

It is worth noting that the necessity to develop the social-emotional skills of primary school students is directly related to their social and practical activities. It should be emphasized that the mechanisms, methodologies, and systems for developing the five social-emotional skills of primary school students need to be established. In this regard, it is pertinent to highlight the need to integrate various approaches into the higher pedagogical education process.

Thus, understanding the issue of developing social-emotional skills in primary school students and achieving the organization of the upbringing process in primary education on new foundations remains a pressing concern. It would be advisable to create a compilation of scientific-methodological developments on these issues during the academic year of 2024-2025.

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**“TARBIYA” FANINI O‘QITISHDA SINFDAN TASHQARI
ISHLARNING AHAMIYATI**

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Annotatsiya: maqolada “Tarbiya” fanini o‘qitishda sinfdan tashqari ishlarning vazifalari, mazmuni va tashkil etish vositalari to‘g‘risida fikr yuritilgan.

Tayanch tushunchalar: tarbiya, sinfdan tashqari ishlar, yondashuvlar, ekskursiya, sayohat, loyihaviy yondashuv, tashabbus, ko‘nikma.

“O‘zbekiston-2030” strategiyasida mamlakatimizda 2026 yilga qadar sifatli ta’limga erishish vazifalari qo‘yilgan[1]. Mazkur vazifalar ijrosi jarayonida o‘quv fanlarini klaster yondashuv asosida integratsion o‘qitish muhim o‘rin tutadi. Shu ma’noda bu o‘rinda e’tiboringizni “Tarbiya” fanini o‘qitishda sinfdan tashqari ishlarining ahamiyati masalasi tahliliga tortamiz.

“Tarbiya” fanini o‘qitishda sinfdan tashqari ishlar o‘rni. Mamlakatimizda O‘zbekiston Respublikasi Prezidentining tashabbusi bilan Pedagogika fanimiz tarixida ilk bor “Tarbiya” fani ishlab chiqilib, 2021-2022 o‘quv yilidan boshlab barcha ta’lim muassasalarida o‘qitila boshladi. Shu jihatdan “Tarbiya” fanini o‘qitishda sinfdan tashqari mashg‘ulotlarning ahamiyati muhimdir. Bunda quyidagilarga e’tibor berish muhim ahamiyatga ega.

- 1) sinf, maktab va jamoat joylarini ozoda tutishga o‘rgatish;
- 2) o‘quvchilarni tashabbusi asosida teatrlashtirilgan tarbiyaviy tadbirlar tashkil etish;
- 3) sinfdan tashqari mashg‘ulotlarga o‘z kasbining ustalarini taklif qilish [2].

Mazkur tadbirlarni amalga oshirish bilan o‘quvchilarning tarbiyaviy ko‘nikmalarini rivojlantirishga erishish mumkin. Shu ma’noda boshlang‘ich sinf o‘quvchilarini sinf, maktab va jamoat joylarida ozodalikka rioya qilish ko‘nikmalarini shakllantirish muhim ahamiyatga ega. Shuni ta’kidlash lozimki, O‘zbekiston Respublikasi Prezidentining tashabbusi bilan mamlakatimizda bolalar mehnatidan foydalanish taqiqlangan. Biroq ularning jismoniy, aqliy va ruhiy xususiyatlariga mos ravishda mehnat turlariga o‘rgatish pedagogik vazifalardan biri hisoblanadi. Shu sababli boshlang‘ich sinf o‘quvchilari mehnatning barcha turlari bilan tanishishi uchun ular mehnat jarayoniga jalb qilinadi. Bu bilan boshlang‘ich sinf o‘quvchilarida mehnatsevrlilik, hunar o‘rganish va o‘zgalarning mehnatini qadrlash kabi ko‘nikmalar tarkib toptiriladi. Shu ma’noda sinfdan tashqari ishlar vositasida eng avvalo boshlang‘ich sinf o‘quvchilarining mehnat tarbiyasi amalga oshiriladi. Mazkur masalalar oliy pedagogik ta’lim jarayonida boshlang‘ich sinf

o'quvchilari tomonidan o'zlashtirilishi taqoza etiladi. Sinfdan tashqari ishlarning muhim asoslaridan biri o'quvchilarning tashabbuslariga asoslanishdir. Shu ma'noda boshlang'ich sinf o'quvchilari ixtiyoriy ravishda teatrlashtirilgan tomoshalar, sahna ko'rinishlari va tadbirlarni tashkil etishga o'rgatilishi muhim ahamiyatga ega. Chunki pedagogik tajribadan ma'lumki, boshlang'ich sinf o'quvchilari asosan ta'lim jarayoni va sinfdoshlarining muammolarini tez ilg'aydi. Shu sababli ular mustaqil ravishda teatrlashtirilgan tadbirlarda ta'lim muammolarini yoki sinfdoshlarining nuqsonlari o'z aksini topadi. Bu hol boshlang'ich sinf o'quvchilarining tarbiyalanganlik ko'rsatkichlarini o'rganishda muhim o'rin tutadi. Buning uchun sinf rahbarlari boshchiligida boshlang'ich sinf o'qituvchilari o'quvchilarda tashabbuskorlik ko'nikmasini shakllantirishi taqoza etiladi.

O'zbekiston Respublikasi Prezidentining tashabbusi bilan har bir maktabga o'z kasbining ustalari va mashhur shaxslar biriktirilgan. Misol uchun, O'zbekiston Respublikasi xalq artistlari umumiy o'rta ta'lim maktablarida to'garak mashg'ulotlarini olib borishmoqda. Mana shunday shaxslarni sinfdan tashqari mashg'ulotlarga jalb etish maqsadga muvofiq bo'ladi. Bunda asosiy e'tibor sinfdan tashqari mashg'ulotlarning amaliyotga yo'naltirilganligiga qaratilishi kerak.

E'tibor berilsa, sinfdan tashqari mashg'ulotlar o'ziga xos xususiyatlarga ega bo'lib, ular turli shakllar va yondashuvlar asosida amalga oshiriladi. Buning uchun maktabda mavjud sharoitlardan oqilona foydalanish maqsadga muvofiq bo'ladi. Bo'lajak boshlang'ich sinf o'qituvchilarining haftalik pedagogik amaliyot davrida sinfdan tashqari ishlar turlari bilan chuqur tanishishi tavsiya etiladi.

“Tarbiya” fanini o'qitishda maktabdan tashqari ishlarning ahamiyati. Mazkur fanni o'qitish jarayonida maktabdan tashqari ishlar imkoniyatlaridan foydalanish muhim ahamiyatga ega. Shu jihatdan maktabdan tashqari ishlarning asosiy turlari quyidagilar ekanligini eslatib o'tish joiz:

- 1) mahalla faoliyatida ishtirok etish;
- 2) o'quvchilarning volontyorlik guruhi asosida yordamga muhtoj kishilarga ko'mak berish;
- 3) inklyuziv ta'limga muhtoj bolalar bilan ishlash.

Maktabdan tashqari ishlarning muhim asoslaridan biri mahalla faoliyatida ishtirok etishdir. Bunda boshlang'ich sinf o'quvchilarning mahallada amalga oshiriladigan bayramlar, tantanalar, maslahat mashg'ulotlari va keksa avlod uchrashuvlarida ishtirok etishi ta'minlanadi. Buning natijasida o'quvchilarda qadriyatlar bilan g'ururlanish, mahallasi bilan faxrlanish, vatanparvarlik va mehr-oqibat kabi fazilatlar tabiiy shakllanadi. Natijada ularning tarbiyalanganlik ko'rsatkichlari ijobiy baholarni beradi. Shuni ta'kidlash lozimki, G'arb mamlakatlarida individualizm, ya'ni har bir shaxs va oilaning xususiyligi yuqori bo'lganligi uchun o'quvchilarda jamoatparvarlik ko'nikmasi susayib borayotganligi alohida ta'kidlanmoqda[3]. Shu sababli G'arb pedagoglari bizning

mahalla institutimizga havas bilan qarashadi. Shu ma'noda boshlang'ich sinf o'quvchilarining tarbiyasida ularning mahalla faoliyatida ishtirok etishi jamoaparvarlik ko'nikmasini shakllantirishga asos bo'ladi.

Maktabdan tashqari ishlarda keyingi paytlarda mamlakatimizda yangi turdagi mashg'ulotlar paydo bo'lmoqda. Shu jihatdan boshlang'ich sinf o'quvchilarida inklyuziv ta'limga, ya'ni jismoniy jihatdan nuqsonga ega bo'lgan tengdoshlari bilan o'yinlar o'ynash, birgalikda dars qilish va ularni jamoaga olib kirish kabi ko'nikmalar bilan qurollantirish muhim ahamiyatga ega. Agar boshlang'ich sinf o'quvchilari bunday tadbirlarda ishtirok etsa, ularning inklyuziv ta'limga muhtoj tengdoshlari tarbiyasida ham ijobiy o'zgarishlar yuzaga keladi. Shu sababli bo'lajak boshlang'ich sinf o'quvchilari oliy pedagogik ta'lim jarayonida inklyuziv ta'limga muhtoj bolalar bilan ishlash metodikasini o'zlashtirishi maqsadga muvofiq bo'ladi.

Diqqat qilinsa, maktabdan tashqari ishlarning turli turlaridan foydalanish boshlang'ich sinf o'quvchilarini tarbiyalashda amaliy ahamiyatga ega. Bunda boshlang'ich sinf o'quvchisining izlanuvchan va tashabbuskor bo'lishi muhim o'rin tutadi.

“Tarbiya” fanini o'qitishda yangi loyihalari ishlar. Keyingi besh yil davomida boshlang'ich ta'lim jarayonini rivojlantirish bo'yicha davlat islohatlari amalga oshirilmoqda. Bunda sinfdan tashqari ishlarning yangi loyihalarini ishlab chiqish ham muhim ahamiyatga ega. Bizning yondashuvimizga ko'ra, bugungi kunda ana shunday quyidagi yangi loyihalardan foydalanish tarbiya jarayonini kuchaytiradi:

- 1) ekskursiya loyihasi;
- 2) sayohat loyihasi;
- 3) tashabbus loyihasi.

Sinfdan tashqari ishlar tarkibida yangi ekskursiya loyihasi muhim o'rin tutadi. Ayniqsa, bunda boshlang'ich sinf o'quvchilari bilan tarixiy o'lkashunoslik manbalariga uyushtiriladigan ekskursiyalarning ahamiyati katta. Sayohat davomida o'quvchilar bevosita tarix bilan ro'baro' keladilar. Bolalar kuzatish jarayonida ob'yektning qaysi yillarda va kim tomonidan barpo etilganligi, uning bugungi kundagi holati haqida ma'lumotga ega boladi. Shubhasiz, shu kuzatish jarayonida bolalarda vatanga nisbatan e'tiqod, ona-tabiatni asrash, tabiat go'zalliklaridan bahramand bo'lish, insonlar mehnatini qadrlash, tarixiy obidalarni o'rganishga qiziqish, ularni kelgusi avlodlarga meros etib qoldirish ishlarida qatnashish ko'nikmalari shakllanadi. Ekskursiyalar kunining e'lon qilinishiyoq o'quvchilarda xursandlik kayfiyatini uyg'otadi. Chunki, ekskursiyalar uyushtirish orqali bolalarda dars jarayonida hosil bo'lgan zerikish, toliqish alomatlari bartaraf etiladi. Bu yoshda bolalarning tabiat va tevarak – atrofni o'rganishga bo'lgan qiziqishlari ustun bo'ladi. Ularning bu ehtiyoj va qiziqishlari ekskursiyalar yordamida qondirib boriladi.

Ekskursiyalarni quyidagi turlarga ajratish mumkin: yon atrof bilan tanishuv, o'lkashunoslik manbalariga sayohat, muzey, tarixiy joylarga borish, kishilar mehnatini kuzatish va boshqalar. Birinchi sinflarda yon atrof bilan tanishtirish ya'ni maktab hovlisi, maktab kutubxonasi, oshxona, sport zali, o'qituvchilar xonasi va boshqalar bilan tanishtiruv amalga oshiriladi. O'qituvchi ekskursiya paytida bolalarni tartib-intizomga, o'zini tutish qoidalariga o'rgatadi, safda yurish, oshxona va sinf xonasini ozoda tutish kabi ko'nikmalarni shakllantirib boradi. Asta-sekin ekskursiyalarning ko'lami kengayib boradi. Ikkinchi, uchinchi sinflarda muzeylarga, tarixiy joylarga, san'at koshonalariga ekskursiyalar uyushtiriladi. To'rtinchi sinfda esa shahar va tumanlar, xotira maydonlarida tematik ekskursiyalar amalga oshiriladi. Bu jarayonda asosiy rolni o'qituvchi bajaradi. Chunki o'qituvchi ushbu ekskursiyalar natijasida boshlang'ich sinf o'quvchilarida vatanga e'tiqod tuyg'usini shakllantira olishi, milliy qadriyatlarimizning mazmun, mohiyati haqida tushuncha berishi kerak bo'ladi. Buning uchun boshlang'ich sinf o'qituvchisining zimmasidagi vazifalar quyidagilardan iborat ekanligini e'tirof etamiz:

-o'qituvchi o'zi yashab turgan voha, shahar, qishloq haqida to'liq bilimlarga ega bo'lishi;

-o'qituvchi rahbarlikni qo'lga olgan holda, o'quvchilar diqqatini kuzatilayotgan obyektga qarata olishi;

-ekskursiyaning maqsadi, rejasini ishlab chiqishi;

-ekskursiya davomida o'quvchilarni milliy qadriyatlarga hurmatni, g'urur va iftixor tuyg'ularini tarbiyalab borishi;

- uyushtirilayotgan ekskursiya orqali Vatanga muhabbat, sadoqat, ona-vatanni asrash, vatanga e'tiqodni tarbiyalab borish ko'zda tutiladi.

Shu bilan birgalikda tashkil etilayotgan ekskursiyaning muddati oldindan belgilab qo'yilishi hamda bundan ota-onalar xabardor bo'lishi lozim. Ekskursiyalar uch bosqichda amalga oshiriladi:

1) tayyorgarlik ko'rish;

2) ekskursiyani o'tkazish;

3) taassurotlarni xulosalash, yakunlash.

Ekskursiyalarni tashkil etishning barcha qonun-qoidalariga amal qilgan holda o'quvchilarning o'zlari yashab turgan joylardagi o'lkashunoslik manbalariga sayohatni uyushtirish mumkin. Masalan "Ona shahrim kecha va bugun" mavzusiga bag'ishlab sayohat uyushtirish maqsadga muvofiq. Bunda avvalo sayohatning maqsadi belgilab olinadi.

Natijada boshlang'ich sinf o'quvchilarida faxrlanish tuyg'usi tarkib topadi. Bu hol ularning vatanparvarlik, tabiatsevarlik va fidoiylik ko'nikmalarini tarkib toptirishda asosiy omillardan hisoblanadi. Shu sababli boshlang'ich sinf o'quvchilarini haftasida bir marotaba ekskursiyaga olib chiqish tarbiyaviy jarayonni kuchaytirishini alohida ta'kidlash lozim.

O‘zbekiston Respublikasi Prezidentining tashabbusi bilan umumiy o‘rta ta‘lim maktablari o‘quvchilarini mamlakatimizning tarixiy shaharlariga sayohatni tashkil qilish an‘anasi yo‘lga qo‘yildi. Bunda maktab joylashgan hududdagi tadbirkorlarning moliyaviy yordami tashkil qilingan bo‘lib, ular daromad solig‘idan ozod qilinadi. Shu sababli boshlang‘ich sinf o‘quvchilarining mamlakatimizning qadimiy shaharlari va ulkan ishlab chiqarish korxonalariga sayohatni amalga oshirish tarbiyaviy jarayonning ko‘rsatkichlarini yuksaltiradi. Chunki o‘quvchilar mamlakatimiz to‘g‘risida to‘liq va kerakli ma‘lumotga ega bo‘ladilar.

Ekskursiyaning maqsadi: Shaharda bo‘layotgan o‘zgarishlar, bunyodkorlik ishlari, shahar aholisining mehnatkashligi, kishilarning Vatan ichidagi Vatanni ardoqlashi, shu bilan birga kishilardagi ko‘tarinkilik, xursandlik kayfiyatini kuzatish, tarixiy obidalarining qayta ta‘mirlanganligi hamda bu yerlarda go‘zal manzaralarning chiroy ochib turishini o‘quvchilarga ko‘rsatish va bundan vatanparvarlik hissini tarbiyalashda unumli foydalanish.

Bunday sayohatdan bolalar zavq-shavqqa to‘ladilar. Qisqa vaqt ichida shaharlarimizning ta‘mirlanishi va bunda hukumatimiz va bunyodkor xalqimizning roli katta ekanligi haqida o‘quvchilar ma‘lumotlarga ega bo‘ladilar. Shaharlarning milliylik bilan zamonaviylikni uyg‘unlashtirgan ko‘rkam maskanga aylanganligini kuzatgan o‘quvchilarning sayohatdan keyingi tassurotlari bir olam bo‘ladi. Shu bilan birgalikda bolalarning vatanga va xalqqa bo‘lgan muhabbati, g‘ururi, sodiqligi, o‘lka tarixini o‘rganishga bo‘lgan qiziqishi va milliy qadriyatlarga bo‘lgan hurmati yanada ortadi. Ayniqsa, tarixiy obidalarining qayta ta‘mirlanib, chiroyli ziyoratgoh va oromgohga aylantirilgani o‘quvchilarda axloqiy-estetik zavq uyg‘otadi, obidalar peshtoqining naqshinkor o‘ymakorlik ishlarida milliylikning aks etishi, o‘quvchilarda o‘zbek xalqi amaliy san‘atiga nisbatan qiziqish va hurmat hissini tarbiyalaydi.

Ekskursiya yakuni. Ekskursiya taassurotlari o‘qituvchilar tomonidan xulosalanadi. Xulosalash yakunida o‘qituvchi o‘rganilgan obyektning ahamiyatiga yana bir to‘xtaladi. Ayniqsa, o‘quvchilarda vatanparvarlikni tarbiyalashga alohida e‘tibor beradi. Ekskursiyada faol bo‘lgan, jamoat joylarida o‘zlarini yaxshi tutgan bolalar rag‘batlantiriladi.

O‘qituvchi o‘quvchilarning sayohatdan olgan taassurotlarini bilish maqsadida o‘quvchilarga ular kuzatgan tarixiy obidalar to‘g‘risida “Ona-shahrim” nomli insho yozib kelishlarini uyga vazifa qilib beradi. Inshoning rejasini quyidagicha tuzish mumkin:

- 1) Mening ona shahrim;
- 2) Shahardagi tarixiy obidalar va bunyodkorlik ishlari;
- 3) Men Vatanim uchun nima qila olaman.

Sinfdan tashqari ishlarda tashabbus loyihasi ham muhim o‘rin tutadi. Bunda o‘quvchilarning taklifi yoki o‘qituvchilarning tashabbusi bilan boshlang‘ich sinf o‘quvchilari turli joylarga olib boriladi. Misol uchun, mamlakatimizda yuzga yaqin tabiat

qo‘riqxonalar mavjud va ularda Qizil kitobga kiritilgan o‘simliklar hamda hayvonlar parvarishlanmoqda. Shu ma‘noda bolang‘ich sinf o‘quvchilarining mamlakatimiz qo‘riqxonalarini bo‘ylab sayohatlarni tashkil qilish tarbiyaviy jihatdan muhim ahamiyatga ega. Masalan, mamlakatimizning har bir maktabi boshlang‘ich sinf o‘quvchilarining Toshkent shahridagi “Hayvonot bog‘i”ga tashrifini amalga oshirish muhim loyihadir. Bunday yangi loyihalarning imkoniyatlaridan foydalanish tarbiyaning amaliy asoslarini tashkil qiladi.

Diqqat qilinsa sinfdan tashqari ishlarning turlari va ularning amaliy imkoniyatlaridan oqilona foydalanish maqsadga muvofiq bo‘ladi.

Shunday qilib “Tarbiya” fani bo‘yicha sinfdan tashqari ishlar imkoniyatlaridan oqilona foydalanish bilan boshlang‘ich sinf o‘quvchilarining tarbiyasi amaliy asosga ega bo‘ladi.

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