

The background features a complex, layered design. At the top, there are faint, light blue gears and arrows pointing in various directions. A prominent feature is a large, semi-transparent gear that frames the central text. In the center, there is a vibrant orange and yellow circular graphic with a gear-like edge, surrounded by several overlapping circles. Below this, a cluster of blue and dark blue rectangular blocks is arranged in a semi-circular pattern. The overall aesthetic is technical and scientific.

# SCIENCE AND EDUCATION

ISSN 2181-0842

VOLUME 2, ISSUE 12

DECEMBER 2021

# SCIENCE AND EDUCATION

SCIENTIFIC JOURNAL

ISSN 2181-0842

VOLUME 2, ISSUE 12

DECEMBER 2021

95.	Baxtigul Ibodullayevna Sodiqova, Dilshod Jumaqul o'g'li Bobojonov Sayram Barotalievna Jo'rayeva Tilshunoslikda til va nutq dialektikasi	634
96.	Baxtigul Ibodullayevna Sodiqova, Dilshod Jumaqul o'g'li Bobojonov Fazliddin Baxtiyor o'g'li Abdumalikov Til va nutqiy faoliyat o'rtasidagi munosabatlar	641
97.	Shoira Safarovna Xoshimova Bo'lajak kasb ta'lim o'qituvchisini differentsial yondashuv asosida o'qitish tamoyillari	646
98.	Mukadas Ikromovna Murodova Dream and magic motives in Evelyn Waugh's "Out of Depth" and Abdulla Kahhor's "Prophecy" stories	655
99.	Yulduz Userova Formation of cognitive interest in students of secondary educational schools in the process of studying vocal choir works	662
100.	Элёр Абдулвохидов Педагогическая концепция писателей как средство обогащения педагогического процесса	666
101.	Аброр Каххорович Азимов Основы реализации методологии решения задач планирования и оптимизации методов постановки голоса по вокалу	676
102.	Эльмира Иркиновна Акрамова Замонавий оила трансформацияси	685
103.	Уктам Орипович Мирзаев Деятельность венской классической школы и формирования протестантского музыкального канона	692
104.	Собир Саидович Жумаев Композиторская деятельность как не экстремальное диапазонное средство	701
105.	Комил Бурунович Холиков Специальный барьер для заключительного этапа каденции как процесс музыкально-технической обработки произведения	710
106.	Шухрат Муртазоевич Мажитов Музыка как важнейший фактор, который оказывает влияние на качество системы образования	718
107.	Гуломжон Гафурович Курбонов, Асия Анваровна Суюндукова Особенности обучения по курсу «Математика» в начальной школе	727
108.	Shoxidaxon Odiljonovna Botirova Tasviriy san'at mahoratlarning bo'lajak tasviriy san'at o'qituvchisini kasbiy tayyorlashdagi ahamiyati	736
109.	Mohigul Olimjon qizi Shamsiyeva Ta'limda innovatsion pedagogik texnologiyalardan foydalanish davr talabi bo'lib, u ta'lim sifatini oshirishga xizmat qiladi	748
110.	Nilufar Muhammadovna O'rinoва, Dilfuza Alisher qizi Yo'ldosheva Oliy o'quv yurti talabalarida kreativ kompetentlikni rivojlantirishda faol ta'lim texnologiyalaridan foydalanishning mazmuni va samarali yo'llari	755
111.	Бахрам Худойназарович Мадримов Ёш авлодни тарбиялашда мусикий-педагогик технологияларнинг аҳамияти	767
112.	Миршод Дилшодович Дилмуротов Ёшларни эстетик тарбиялашда Бухоро фольклор қўшиқларини ўрни	774
113.	Olima Nurilloevna Muxidova Texnologiya fanini o'qitishda interfaol usullarni qo'llash metodikasining ayrim jihatlari	782

## Texnologiya fanini o'qitishda interfaol usullarni qo'llash metodikasining ayrim jihatlari

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**Annotatsiya:** Ushbu maqolada texnologiya fani darslarida interfaol metodlardan biri grafikli organayzerlardan foydalanish metodikasi "Klaster", "Venna diagrammasi", "Konseptual jadval" misolida ishlab chiqilgan. Ushbu metodlarning afzallik va kamchiliklari ham yoritilgan.

**Kalit so'zlar:** Grafikli organayzerlar, "Klaster", "Venna diagrammasi", "Konseptual jadval"

## Some aspects of methodology of interactive methods of learning technology

Olima Nurillaevna Muhidova  
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**Abstract:** This article has developed one of the interactive methods in technology lessons using the method of graphic organizers using the example of "Cluster", "Venn Diagram", "Conceptual Table". The advantages and disadvantages of these methods are also highlighted.

**Keywords:** Graphic organizers, "Cluster", "Venn diagram", "Conceptual table".

### KIRISH

Bugungi kunda pedagogika sohasida yangi ilmiy yo'nalish - pedagogik innovatsiya va ta'lim jarayonini yangilash g'oyalarining paydo bo'lishi natijasida o'qituvchining pedagogik faoliyatida ham yangi yo'nalish "o'qituvchining innovatsion faoliyati" tushunchasi paydo bo'ldi.

Innovatsion texnologiyalarning assosiy negizi - bu o'qituvchi va o'quvchining belgilangan maqsaddan kafolatlangan natijaga hamkorlikda erishishlari uchun oldindan ta'lim jarayonini loyihalashdir.

Texnologiya fanidan darslarni innovatsion pedagogic texnologiyalar asosida tashkil etishda grafikli organayzerlardan foydalanish muhim ahamiyat kasb etadi. Bu esa o'quvchilarni darslarda faol ishtirok etishini, ta'lim mazmuniga oid o'rganilayotgan tushunchalarni, murakkablik darajalari turlicha bo'lgan mavzularni, fanlararo amalga oshirilayotgan aloqadorlik va o'zaro bog'liqlik o'rnatishni, tahlil

qilish, solishtirish va taqqoslash, topshiriqli muammolarni aniqlash, ularni hal etish va berilgan amaliy topshiriqlarni rejalashtirish, tafakkur qilish va ijodkorlik qobiliyatlarini rivojlantirishga xizmat qiladi.

Grafikli organayzerlar (tashkil etuvchi) - fikriy jarayonlarni ko'rgazmali taqdim etish vositasi hisoblanadi.

### ASOSIY QISM

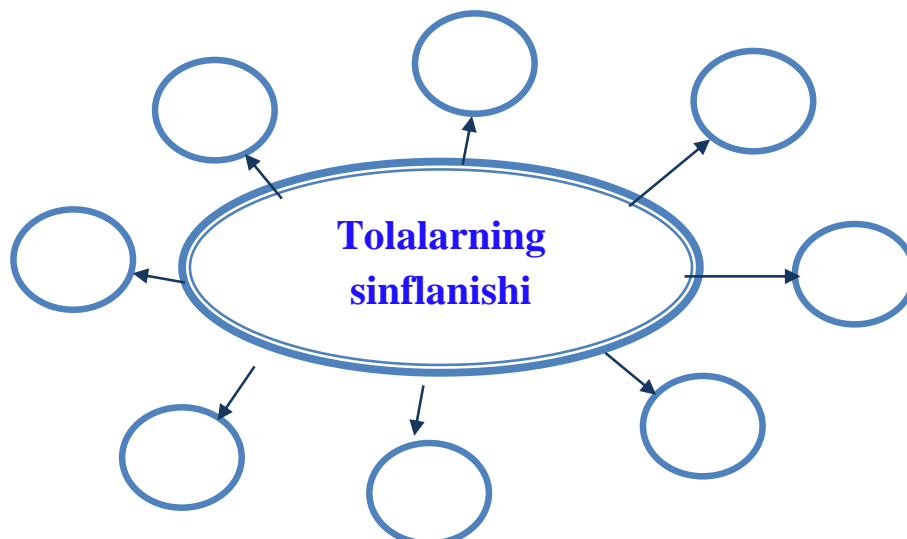
Texnologiya fanidan darslarda grafikli organayzerlardan foydalanish muhim ahamiyatga ega bo'lib, mavzuga oid ma'lumotlarni og'zaki ravishda o'zlashtirish ko'rsatkichi 10% bo'lgan sharoitda dars o'tish samarasiz bo'ladi. Darslar davomida o'quvchilarga o'quv materialni ko'rgazmali shaklda taqdim etish lozim. O'quv materialini ko'rgazmali taqdim etish orqali o'qitish samaradorligi natijaviyligiga erishish mumkin. Chunki, xalqimizda bir naql bor «Ming marta eshitgandan ko'ra, bir marta ko'rgan yaxshi».

Shunday ekan, yuqorida keltirilgan fikrlardan foydalanib, grafikli organayzerlardan "Tikuvchilik materialshunosligi" darslarida qo'llanilishini "Tabiiy tollalar" mavzusida ko'rib chiqamiz:

#### 1. Tabiiy tola turlarini klasterda tasvirlang.

*Klaster* - (tutam, bog'lam) - axborot xaritasini tuzish yo'li - barcha tuzilmaning mohiyatini markazlashtirish va aniqlash uchun qandaydir biror asosiy omil atrofida g'oyalarni yig'ish.

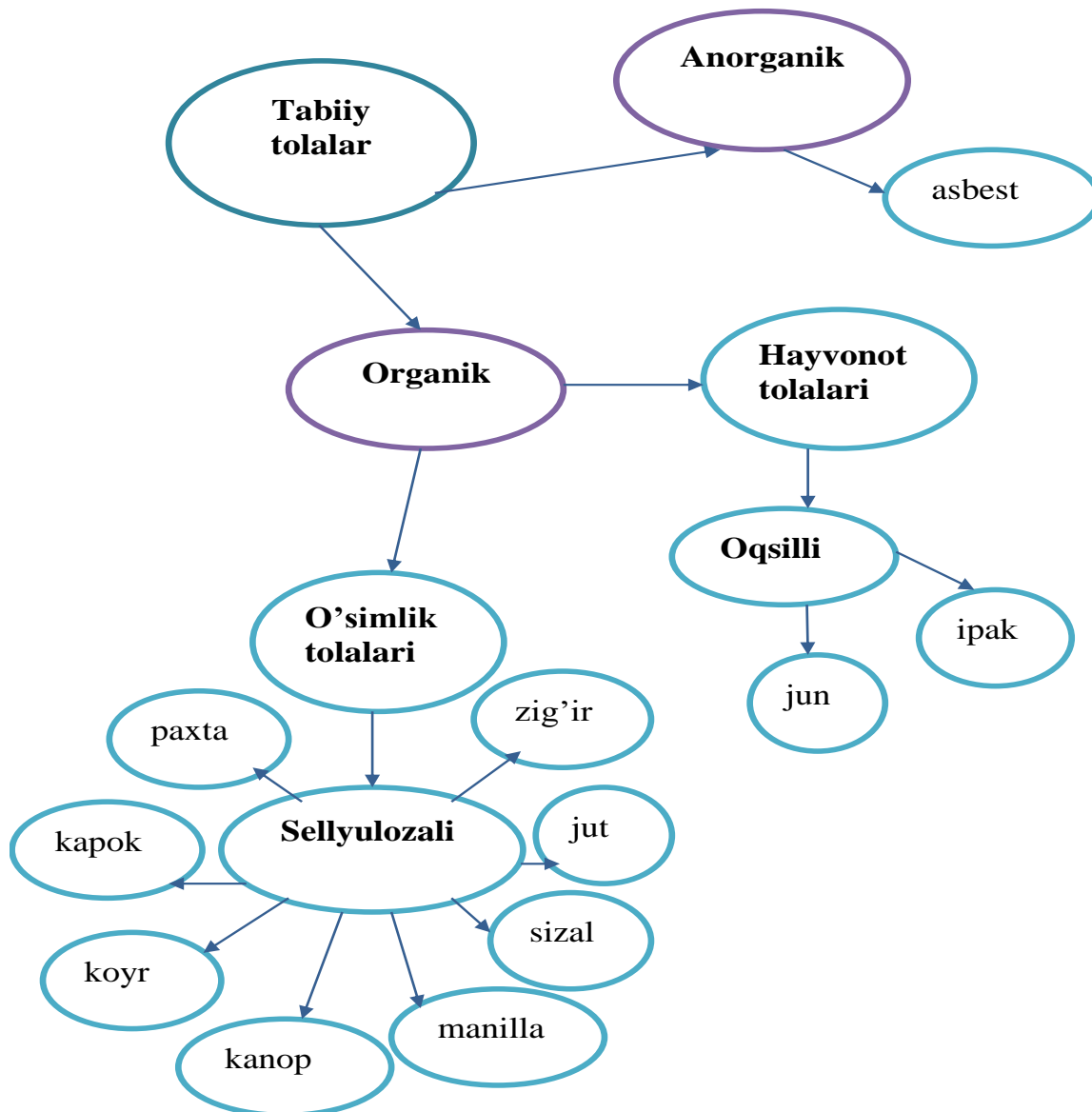
Bilimlarni faollashtirishni tezlashtiradi, fikrlash jarayoniga mavzu bo'yicha yangi o'zaro bog'lanishli tasavvurlarni erkin va ochiq jalb qilishga yordam beradi.



Klaster interfaol metodi - ta'lim oluvchini mantiqiy fikrlashga, umumiy fikr doirasini kengaytirishga, mustaqil ravishda adabiyotlardan foydalanishni o'rgatishga asoslangan. Fikrlashning tarmoqlanishi pedagogik strategiya bo'lib, u ta'lim oluvchilarning bir mavzuni chuqur o'rganishlariga yordam berib, ularni mavzuga taalluqli tushuncha yoki aniq fikrni erkin va aniq ravishda ma'lum ketma-ketlik bilan

uzviy bog‘langan holda tarmoqlanishlariga o‘rgatadi. Mazkur interfaol metod bir mavzuni chuqur o‘rganishdan avval ta‘lim oluvchilarning fikrlash faoliyatini jadallashtirish hamda kengaytirish uchun xizmat qiladi. Shuningdek, o‘tilgan mavzuni mustahkamlash, yaxshi o‘zlashtirish, umumlashtirish hamda ta‘lim oluvchilarning ushbu mavzu bo‘yicha tasavvurlarini chizma shaklida ifodalashga undaydi.

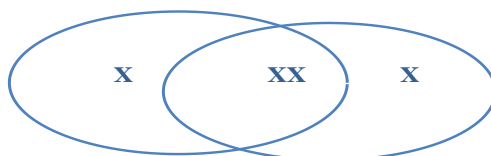
«Klaster» metodi yordamida o‘zlashtirilgan bilimlarni mustahkamlash quyidagicha amalga oshiriladi: ta‘lim oluvchilar guruhlariga bo‘linadilar va ularga belgilangan vaqt ichida mavzu bo‘yicha qanday tushunchalarni o‘zlashtirgan bo‘lsalar, ularni qog‘ozga yozish vazifasi topshiriladi. Vazifani bajarish jarayonida fikrlarning to‘g‘ri yoki noto‘g‘riligiga ahamiyat bermaslik, nimani o‘ylagan bo‘lsa, shuni yozib berish talab etiladi. YOzuvning texnik (orfografik, mantiqiy va h.k.) jihatlariga e‘tibor berilmaydi. Fikrlar tugagandan keyin guruh a‘zolari tushunchalarni mantiqiy jihatdan bir-birlariga bog‘lab chiqadilar.



*Venna diagrammasi* - 2 va 3 jihatlarni hamda umumiy tomonlarini solishtirish, taqqoslash yoki qarama-qarshi qo'yish uchun faoliyatni tashkil etish jarayonida qo'llaniladi.

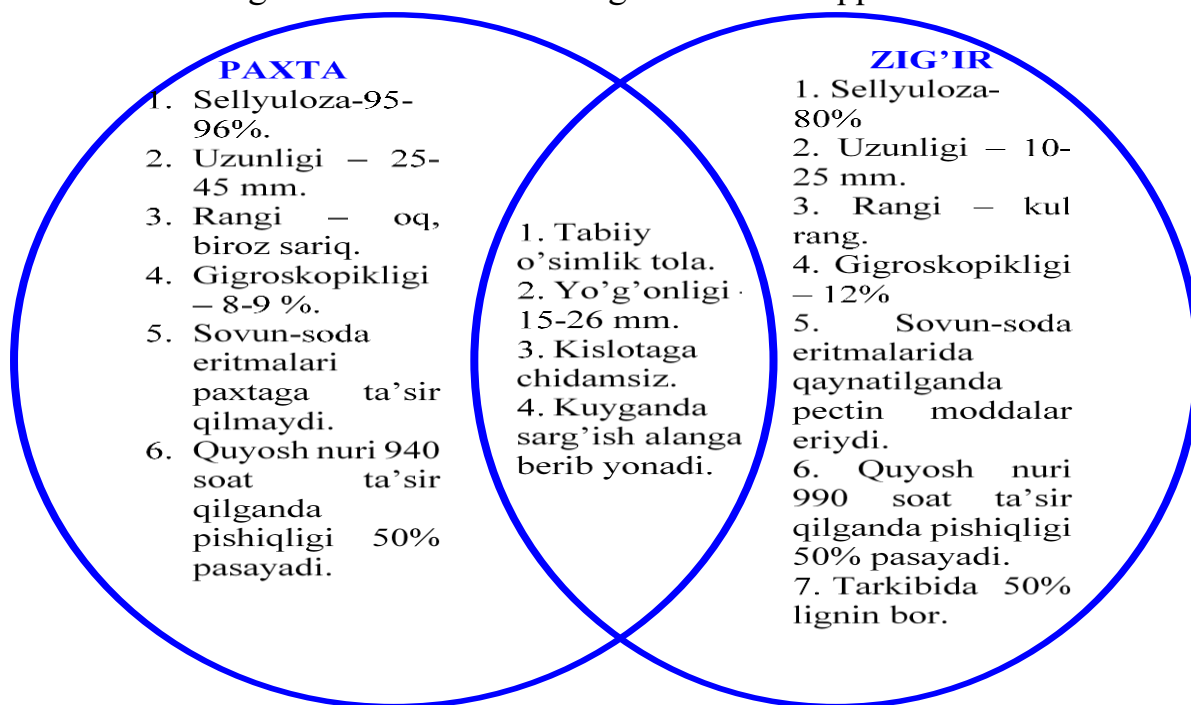
Diagrammani tuzish uch bosqichni o'z ichiga oladi. 1-bosqich: Talabalar ushbu diagrammani tuzish qoidalari bilan tanishtiriladi. 2-bosqich: YAKka, juftlikda yoki guruh ichida diagramma asosida taqqoslash faoliyati tashkil etiladi. 3-bosqich: Faoliyat natijalari tahlil qilinadi va baholanadi.

«Venn» diagrammasini tuzish uchun ikkita kesishuvchi aylana chiziladi (agar mavzuning ikki qismi solishtirilayotgan bo'lsa ikkita aylana, uchta qismi solishtirilayotgan bo'lsa uchta kesishuvchi aylana chiziladi).

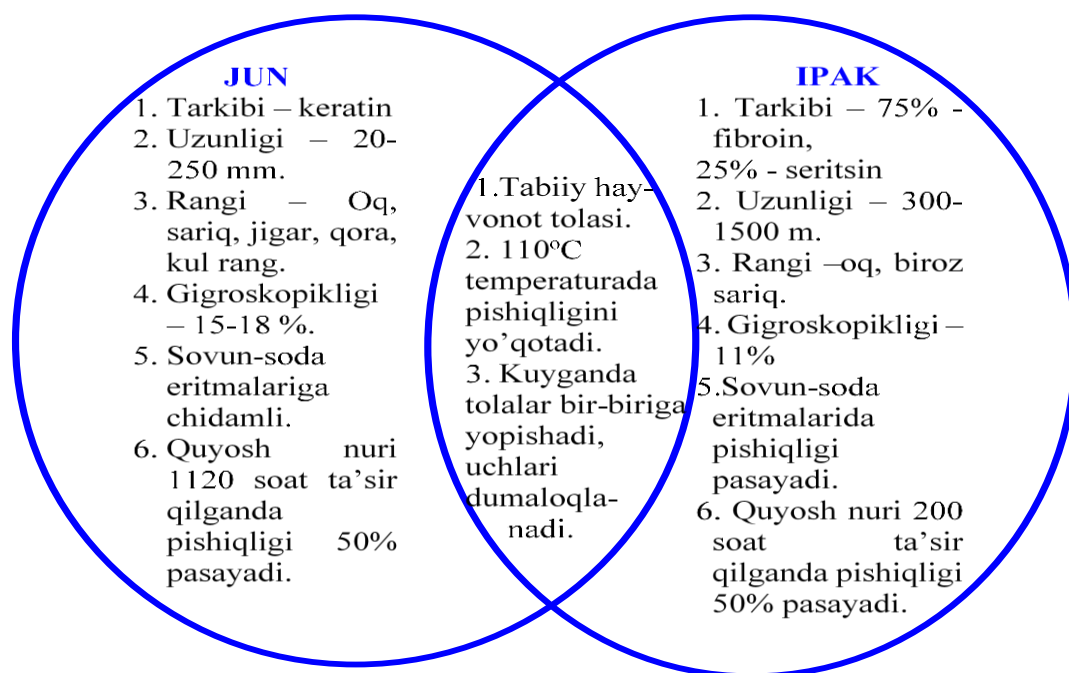


Har bir aylanaga mavzuning alohida bir qismi haqidagi asosiy ma'lumotlar kiritiladi. Doiralarning kesishuvchi joyida, ikki yoki uch doiralardagi mavzular solishtiriladi va umumiy bo'lgan ma'lumotlar ro'yxati yoziladi.

1. Paxta va zig'ir tolalarini Venna diagrammasida taqqoslash.



2. Jun va ipak tolalarini Venna diagrammasida taqqoslash.



Kichik guruhlar o'z diagrammalarini tuzib bo'lgach, yagona guruhga birlashib, diagrammalarni o'zaro taqqoslaydilar. Talabalar bir-birlarining diagrammalaridan qo'shimcha ma'lumotlar oladilar, barcha uchun umumiy bo'lgan grafik organayzerga hamma ma'lumotlarni kiritib fikrlarni to'ldiradilar.

«Venn» diagrammasining afzalliklari: grafik organayzer sifatida tizimli fikrlash, solishtirish, taqqoslash, tahlil qilish ko'nikmalarini rivojlantiradi. Uning yordamida o'tilgan mavzu yana bir bor takrorlanib, o'zlashtirilgan bilimlar talabalar yodida saqlanib qoladi. Uning yana bir afzalligi sifatida kam vaqt talab qilinishini aytib o'tish mumkin. U kichik guruhlarini shakllantirish asosida aniq sxema bo'yicha amalga oshiriladi.

«Venn» diagrammasining kamchiligi: diagrammaning kamchiligi shundaki, belgilangan aylana ichiga katta sig'imdagi ma'lumotni joylashtirishda qiyinchilik yuzaga keladi. Agar har bir keltirilgan ma'lumotning tartib raqami ko'rsatilmasa, o'xshash jihatlarni aylanalarning kesishgan qismida to'liq yozish shart. Ajratilgan joy esa (aylanalarning kesishidan hosil bo'lgan qismi) barcha ma'lumotlarni sig'dirish imkonini bermaydi.

*Konseptual jadval* - o'rganilayotgan hodisa, tushuncha, fikrlarni ikki va undan ortiq jihatlari bo'yicha taqqoslashni ta'minlaydi. Tizimli fikrlash, ma'lumotlarni tuzilmaga keltirish, tizimlashtirish ko'nikmalarini rivojlantiradi.

*Konseptual jadval* quyidagi bosqichlarni o'z ichiga oladi.

1. Konseptual jadvalni tuzish qoidasi bilan tanishadilar. Taqqoslanadiganlarni aniqlaydilar, olib boriladigan taqqoslanishlar bo'yicha, xususiyatlarni ajratadilar.

2. Alohida yoki kichik guruhlarda konseptual jadvalni to'ldiradilar.

- Uzunlik bo'yicha taqqoslanadigan (fikir, nazariyalar) joylashtiriladi;

- Yotig'i bo'yicha taqqoslanish bo'yicha olib boriladigan turli tavsiflar yoziladi.



## 3. Ish natijalarining taqdimoti.

Tabiiy tola turlari	Ta'riflar, toifalar, xususiyatlar				
	Tarkibi	Tuzilishi	Turlari	Rangi	Gazlama turi
Paxta	95-96% - sellyuloza 4-5% - moy, mum, bo'yoq, mineral modalar	Bitta o'simlik xujayrasidan iborat. Pishgan paxta tolasi spiralsimon, buralgan yassi naychalardan iborat, ko'nda-lang kesimi oval shklida bo'ladi.	1.Mutlaqo pishmagan o'lik tola; 2.Pishmagan tola; 3.Yaxshi pishmagan tola; 4.Pishgan tola; 5.Pishib ketgan tola.	Oq, biroz sariq	Chit, satin, batist, bayka, markizet, flannel, bumazey, bo'z, mitkal
Zig'ir	80% - sellyuloza 20% - moy, mum, bo'yoq, mineral modular va lignin	O'rtasida tor kanali va yo'g'onlashgan tirsaksimon joylari bor. Uchi o'tkir, kanali ikki tomondan berk, ko'ndalang kesimi 5-6 yoqli ko'pburchakdan iborat.	1.Elementar tola; 2.Texnik tola	Och kul-rang, to'q kul-rang	Choyshab, dasturxon, sochiq, ich kiyimlik, ko'ylak, kostyumlik bortovka, qotirmalik gazlamalar
Jun	Keratin	Tangachali, qobiq va o'zak qatlamlardan iborat.	1.Momiq tola; 2.Dag'al tuk; 3.Oraliq tola; 4.O'lik tola	Oq, sariq, jigar, qora, kul rang	Kamvol, movut, drap, boston, sheviot, krep, triko, gabardin, bukle, diagonal,
Ipak	75% - fibroin, 25% - seritsin	Parallel notekis seritsin qatlamidan iborat. Ko'ndalang kesimi duma-loq, ovalsimon, lentasimon.	Xom ipak	Oq, biroz sariq	Atlas, adras, olacha, banoras, krepdishin, krepjorjet, krepshifon, glad, jakkard, baxmal, duxoba

Konseptual jadval - talabalarda o'rganilgan ma'lumotlarni xususiyatlariga qarab taqqoslash, solishtirish va tizimli fikrlashga o'rgatadi.

Ta'lim jarayonida interfaol metod (strategiya, grafik organayzer)lar bilan ishlash talabalar tomonidan o'quv axborotlarini tizimli, yaxlit holda o'zlashtirish imkoniyatini yaratadi. Qolaversa, interfaol metodlar yordamida talabalar o'quv axborotlari bilan ishlashda bilimlarni tahlil qilish, sintezlash, muhim tushunchalarni

tizimlashtirish, ob'ekt, jarayon, faoliyat, voqea, hodisalarning umumiy mohiyatini aniq ifodalash kabi ko'nikma, malakalarni o'zlashtirishga muvaffaq bo'ladi.

### XULOSA

Ta'kidlash joizki, bugungi kun ta'limida eng dolzarb bo'lgan texnologiya fani darslarida interfaol usullarni qo'llash o'quvchilarda bilimlarni faollashtirishni tezlashtiradi, fikrlash jarayoniga mavzu bo'yicha yangi o'zaro bog'lanishli tasavvurlarni erkin va ochiq jalb qilishga yordam beradi. Shuningdek, kasbiy bilim, ko'nikma va malakalarni rivojlantirib, kasbiy sifatlar hamda ma'naviy dunyoqarashni rivojlantiradi.

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