

**O‘RTA UMUM TA’LIM MAKTABINING TA’LIM TIZIMIDA AXBOROT  
KOMMUNIKATSIYA TEXNOLOGIYALARINI O‘QITISHDA YANGI  
PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH**

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**Kalit so‘zlar.** “Ta’lim to‘g‘risida”gi Qonuni, “Kadrlar tayyorlashning milliy dasturi”, axborot kommunikatsiya texnologiyalari, malaka oshirish, texnik xizmat ko‘rsatish, kasbiy malaka, ko‘nikma, fan-texnika, zamonaviy pedagogik.

**Annotatsiya.** Mazkur maqolada o‘rta umum ta’lim maktabining ta’lim tizimida axborot kommunikatsiya texnologiyalarini o‘qitishda yangi pedagogik texnologiyalardan foydalanish usullari haqida bo‘lib, unda maktab o‘qituvchilari informatika va axborot texnologiyalarini mukammal bilishi lozimligi uchun mutaxassis kadrlarni malakasini oshirish lozimligi haqida ilmiy-nazariy mulohazalar yuritilgan.

Mamlakatimiz o‘z mustaqilligini mustahkamlashi va uni rivojlantirishi uchun yuksak axloqli, ruhiy-ma’naviy yetuk-komil insonni kamol toptirishga qaratilgan salmoqli ishlar va tadbirlarni amalga oshirmoqda. Taraqqiyot nihoyatda tezlashgan XXI asrda yoshlarning fikru-zikri axborotlar va axborot texnologiyalari band qilgan hozirgi kunda ularni ma’naviy boy, komil inson qilib tarbiyalash dolzarb muammo bo‘lib qolmoqda. Bu muammoni yechishda murabbiylar, tarbiyachilar va pedagog olimlar chuqur izlanishlar va tadqiqotlar olib bormoqdalar.

Milliy qadriyatlarimiz millatimiz ravnaqi uchun xizmat qilib, kishilarda milliy ongini shakllantirish va barkamol insonni tarbiyalab, voyaga yetkazishda beqiyos xizmat qila olishini hisobga olib, “Ta’lim to‘g‘risida”gi Qonun [1] va “Kadrlar tayyorlashning milliy dasturi” [2] hamda O‘zbekiston Prezidentining ta’lim-tarbiya va kadrlar tayyorlash tizimining tubdan isloh qilish, barkamol avlodni voyaga yetkazishda o‘zining ijobiy natijalarini bermoqda, komil insonni shakllantirish ishiga katta hissa qo‘shmoqda.

Pedagogik kadrlarni qayta tayyorlash va ularni malakasini oshirish hayotiy majburiyatga aylanmoqda. Hozirda bozor iqtisodiyoti va ijtimoiy hayotda har kuni axborotlar ko‘lami ko‘payib bormoqda, ammo uni mutaxassislikka moslab qabul qilib, qo‘llash uchun o‘rta umum ta‘lim maktab o‘qituvchilari informatika va axborot texnologiyalarini mukammal bilishi lozim. Shu bois o‘zgarishlarga ijodiy yondashish, ularni tinglovchilarga yetkazish har bir professor-o‘qituvchidagi jiddiy mas‘uliyat va izlanuvchanlik talab etiladi. Shularni hisobga olgan holda o‘rta umum ta‘lim maktablarida, ta‘lim jarayonini takomillashtirish, uning sifatini oshirish maqsadida malaka oshirish mazmuniga o‘quv rejalariga hamda ish dasturiga mazmunan uni takomillashtirish va axborot kommunikatsiya texnologiyalarini egallash darajasini, Internet yangiliklari asosida ma‘ruzalar, amaliy ishlarni o‘tkazish texnologiyalarini kiritish borasida maqsadli ishlar amalga oshirish lozim.

Muayyan o‘quv predmeti haqida gap borganda, unga mos o‘quv rejasi va fanning mazmunini ifodalovchi dasturlar bilan bir qatorda kompyuter dasturiy ta‘minoti asosida yaratilgan o‘qitish jarayonini samaradorligini oshirishga yo‘naltirilgan elektron manbaalar: multimediya, o‘qitish texnik vositalari, shaxsiy kompyuterlar va boshqa texnik qurilmalardan foydalanish natijasida yuqori samaradorlikka yerishilib, ko‘zlangan maqsadga yetishi mumkin.

O‘rta umum ta‘lim maktablarida shaxsiy kompyuter tarmoqlarini o‘rnatish va ishlatish yo‘nalishi o‘quvchilarga “Informatika va axborot texnologiyasi” o‘quv predmedlaridan amaliy mashg‘ulotlarni tashkil etishda kompyuter tarmoqlarining asosiy va qo‘shimcha qurilmalari ish faoliyatini nazorat qilish hamda ularni boshqarish, texnik xizmat ko‘rsatish bo‘yicha boshlang‘ich kasbiy malaka va ko‘nikmalarni shakllantirish o‘quv, ishlab chiqarish amaliyoti davomida ularning kasbiy malakalarini shakllantirish amalga oshirilishi lozim.

O‘rta umum ta‘lim maktab ta‘lim tizimida “Axborot kommunikatsiya texnologiyalari” fanini o‘qitish jarayonida qo‘llaniladigan pedagogik texnologiyalarni 4-bosqichda bo‘lish mumkin:

Birinchi bosqich – fan dasturlari asosida darslik va o‘quv qo‘llanmalaridan, ma‘ruza materiallaridan foydalanishga asoslangan. Professor-o‘qituvchi o‘quv dasturi bo‘yicha yuqori ilmiy-nazariy va uslubiy asosida ma‘ruzalar o‘qilishi ko‘zda tutiladi. Talabalar o‘z navbatida mustaqil ravishda va o‘qituvchilar yordamida darslik va o‘quv qo‘llanmalari yordamida nazariy masalalarni chuqur o‘rganib borilishi kerak.

Ikkinchi bosqich – o‘quvchilar mashg‘ulotlarda birinchi bosqichda olgan bilimlarini misollar yechish, dastur tuzish va turli savollarni mustaqil muhokama qilish hamda kompyuterdan foydalanish bilan amaliy tarzda mustaxkamlashi lozim.

Uchinchi bosqich – axborot texnologiyasi, axborot vositalari va kompyuterdan, uning ta‘minotidan foydalanib, shuningdek kompyuterning qo‘shimcha qurilmalarini ishlatish texnologiyasi bilan tanishib boradilar.



To‘rtinchi bosqich – olingan nazariy bilimlar laboratoriya ishlari, referatlar, kurs ishlari va diplom ishlari bilan yakunlanadi.

Bugun O‘zbekiston jahon hamjamiyatiga integrallashtirish yo‘lida faol siyosat yuritib, iqtisodiy, ilm-fan, ta’lim sohasi va axborot almashish borasida dunyo xalqlari bilan o‘zaro hamkorlikni tabora mustahkamlamoqda. Bu borada yurtimizda bir qancha ishlar amalga oshirildi. Kadrlar tayyorlash milliy dasturining sifat bosqichida mamlakatimizda axborot kommunikatsiya texnologiyalarini joriy etish, ta’lim tizimiga xorijiy o‘quv markazlarining yangi pedagogik texnologiyalarini ijobiy tajribalarini jalb etish va ulardan amalda foydalanish ta’lim sohasidagi muhim vazifalardan biridir. Ma’lumki, fan va texnika jadal sur’atlar bilan rivojlanayotgan bugungi kunda ilmiy bilimlar, tushuncha va tasavvurlar hajmi keskin ortib bormoqda. Bu, bir tomondan, fan-texnikaning yangi soha va bo‘limlarining taraqqiy etishi tufayli uning differensiallashuvini ta’minlayotgan bo‘lsa, ikkinchi tomondan, fanlar orasida integratsiya jarayonini vujudga keltirmoqda. Bunday sharoitda, yuqori malakali pedagog kadrlarga bo‘lgan talablar ortib borib, barkamol avlodni asrlar davomida shakllanib kelgan umuminsoniy va milliy qadriyatlar ruhida tarbiyalash layoqatiga ega, fanning fundamental asoslarini, pedagogika va psixologiya metodlarini mukammal egallagan, kasbiy tayyorgarligi yuksak darajada bo‘lgan hamda zamonaviy pedagogik va axborot – kommunikatsiya texnologiyalarini amaliyotda qo‘llash ko‘nikma va malakasini puxta o‘zlashtirgan ijodkor pedagoglarni tayyorlash talab etiladi. Ilmiy texnikaviy taraqqiyot ishlab chiqarishning ko‘p sonli tarmoqlari bilan bir qatorda ta’lim sohasiga ham zamonaviy axborot texnologiyalarini joriy etishni taqozo etmoqda. Chunki, pedagogning o‘quv jarayonini tashkilotchisi sifatida emas, balki bilimlarni egallash manbalaridan biriga aylanib qolayotganligi, ilmiy-texnik taraqqiyotning rivojlanayotgan bosqichida axborotlarning keskin ortib borayotganligi va ulardan o‘qitish jarayonida foydalanish uchun vaqtning chegaralanganligi ta’lim tizimiga zamonaviy texnologiyalarni joriy etishni taqozo etmoqda. Ta’lim islohotlari amalga oshirilayotgan hozirgi davrda har bir fanni o‘qitish mazmunini qayta tahlildan o‘tkazish va buni tubdan isloh qilish nuqtai nazardan yondashuv zarur bo‘ladi. Bugungi kunda zamonaviy axborot-kommunikatsiya texnologiyalarining jadal sur’atlar bilan rivojlanishi va joriy etilishi jamiyat taraqqiyotining barcha yo‘nalishiga ulkan ijobiy ta’sir ko‘rsatmoqda. Har bir sohaga tegishli ko‘plab Web-portallar, Internet saytlari, axborot tizimlarining yaratilishi va elektron axborot almashish, markazlashgan axborot resurslari, turli ko‘rinishdagi interaktiv xizmatlaridan foydalanishning keng yo‘lga qo‘yilishi esa keng qatlamdagi jamoatchilik orasida axborot tanqisligiga barham berilishiga, ma’lumot olish, qayta ishlov berish va uzatish imkoniyatining keskin oshuviga va boshqa ko‘pgina qulayliklarni keltirib chiqarmoqda. Jadal sur’atlar bilan rivojlanayotgan texnologiyalar ta’lim-tarbiya jarayonining tez takomillashishini va yangi texnologik muhitga moslashishini taqozo

etadi, ya'ni o'qituvchi pedagogik va axborot vositalaridan to'liq foydalana bilishi va ishlata olishi talab etiladi. AKTning eng ommalashgan vositalaridan biri bu – televideniye hisoblanadi. Ta'limiy teledasturlardan butun dunyoda keng foydalaniladi, bu esa masofaviy ta'limning yorqin ko'rinishidir. Televideniye orqali tayyorlangan turli ta'limiy vositalarni keng foydalanuvchilar auditoriyasi uchun namoyish qilishning imkoni mavjud. Bunda o'qituvchi va talabalar o'z bilimlarini maxsus imtihon va testlar yordamida tekshirishlari mumkin. Demak, ta'lim tizimida axborot-kommunikatsiya texnologiyalari, Internet, elektron darsliklar va multimedia resurslaridan foydalanish samaradorligini oshirish orqali ta'lim-tarbiya jarayoni sifatini oshirish kafolatlanadi.

Mamlakatimiz rivojlanishining muhim sharti zamonaviy iqtisodiyot fan, madaniyat, texnika va texnologiya rivoji asosida kadrlar tayyorlashning takomillashgan tizimining amal qilishiga erishishdir. Fan va texnikaning jadal rivojlanishi ta'lim jarayonida ham jiddiy o'zgarishlar yuz berishini taqozo etdi. Dars davomida o'qituvchilarning faolligi va qiziquvchanligini muntazam ravishda rivojlantirib borish dolzarb mavzuga aylandi. Ta'lim jarayoni markazida o'qituvchining turishi va subyekt sifatida faoliyat ko'rsatishi lozim bo'lib qoldi. Agar dars jarayoni zamonaviy pedagogik texnologiyalardan foydalangan holda mukammal rejalashtirilmasa, aniq qo'yilgan maqsadga erishib bo'lmaydi. Natijada zaif, yetarli darajada tashkil etilmagan dars samarasiz yakunlanadi. O'qituvchi zerikib keraksiz hissiyotlarga beriladi, uning bilimga chanqoqligi pasayadi va hatto o'qitishga bo'lgan qiziqishi sinadi. O'qituvchi bu fanga salbiy munosabatda bo'la boshlaydi. Shuning uchun o'qituvchi interfaol metodlarni dars jarayoniga tatbiq qilar ekan, o'qituvchilarda fanga va mavzuga qiziqishni uyg'ota olishni o'z rejasidan chetda qoldirmaslik kerak. Didaktik adabiyotlarda, o'qituvchi munozaralari va bahslarni tashkil etishda interfaol usullardan samarali foydalanish tavsiya etila boshladi. O'qituvchi o'qitish va o'rganish, shuningdek, mavjud imkoniyat va sharoitlardan unumli foydalanish uchun mas'ul shaxs hisoblanadi. Bu vazifani bajarish uchun o'qituvchi o'qitish jarayoni hamda o'qitiladigan fanlarning ilmiy va texnik jihatlarini to'liq bilishi lozim. Bundan maqsad shuki, o'qitish uslubi shunday yo'lga qo'yilsinki, bunda o'qituvchilar o'qitilayotgan fanni to'liq o'zlashtira olishsin. O'qitish usullarining o'qituvchilar talabiga mos kelishini aniqlashda o'qituvchi o'z dasturining quyidagi oltita asosiy tarkibiy qismini hisobga olishi zarur: rejalashtirish, mavjud imkoniyat va sharoitlar, uslublar, faoliyatlar, teskari aloqa va nazoratdan iborat. O'qitishning zamonaviy metodlarining quyidagi xususiyatlari mavjud bo'lib, unda insonning muhim hayotiy ehtiyoji bo'lgan muloqot – o'qitish jarayonining barcha bosqichlarida qo'llaniladi. O'qitish jarayonida o'qituvchilarga o'z kuchi, bilimi, iqtidorini namoyon etishga teng imkoniyatlar beriladi. O'qituvchilarning kichik guruhlarda hamkorlikda ishlashida ijtimoiy-psixologik jihatdan qulay muhit yaratilib, muloqotda bosqichma-bosqich va samarali ishtirok etishga zamin tayyorlanadi. O'qituvchilar muloqotda faol ishtirok etishlari uchun faqat



eshitishlari shart emas, balki eshitganlarini tahlil qilish, fikr yuritish, fikrlarning asosli va tushunarli bo'lishiga erishish lozimligini anglaydilar. O'quvchilar bilan hamkorlikda, kichik guruhlarda ishlashi orqali qo'yilgan vazifalarni talab darajasida bajarish, olingan natijalarni tahlil qilish, ularning to'g'riligini tekshirib ko'rish, taqdim etish va boshqa guruhlar tomonidan e'tirof etishlariga erishishlari lozim. O'quv munozaralari va bahslarni tashkil etish quyidagi bosqichlardan iborat bo'ladi:

I. O'quv munozaralari va bahslarni keltirib chiqaradigan o'quv topshiriqlari bilan tanishish.

II. O'quv topshiriqlaridagi muammolarni hal etish yo'llarini belgilash;

III. Axborot manbai, yoki darsliklardagi o'quv materialini o'rganish, tahlil qilish va undagi asosiy g'oyani ajratish;

IV. Muammolarni hal etish bo'yicha javoblarni tayyorlash;

V. Javoblarni ko'rgazmali vositalar yordamida dalillash;

VI. Javoblarning to'g'riligini tekshirib ko'rish;

VII. O'z-o'zini nazorat qilish, o'zaro nazoratni amalga oshirish.

Shunday qilib, zamonaviy pedagogik texnologiyalardan foydalanish ham o'rganilayotgan fanga bo'lgan qiziqishni oshirish o'quvchilarda mustaqil va ijodiy fikr yuritish ko'nikmalarini rivojlantirishi mumkin ekan.

Yuqorida aniqlangan me'zonlar asosida mos keladigan o'qitish va o'rgatish dasturini ishlab chiqish uchun o'qituvchi quyidagilarga qodir bo'lishi lozim:

- haqiqatda mavjud o'rgatish malakalariga ega bo'lish;
- tinglovchilarning bilim darajasini baholash uchun o'rnatilgan me'yorlarni aniqlash mezonini tushuntirib berish;
- namunaviy mashg'ulotlarni o'qitishning maqsadlari qilib olish;
- tinglovchilarning o'quv materiallarni yaxshi o'zlashtirishlari uchun rejalashtirilgan loyiha va o'qitish uslublarining mosligini aniqlash.

Zamonaviy pedagogik texnologiyalardan foydalanish bo'yicha maxsus tuzilgan dastur joriy qilingandan keyin o'qituvchi o'quv faoliyatining mazmunini, yoki uslublarni tekshirish, o'quvchilar bilan teskari aloqa o'rnatishga qodir bo'lishi lozim.

Zamonaviy pedagogik texnologiyalardan foydalanish orqali o'qitishga oid ko'rsatmalar:

- shaxsiy o'qitish uslubiga tanqidiy nuqtai nazardan qaramaslik.
- ba'zi bir o'qituvchilar o'z ustilarida ishlamay, eskicha uslubda o'qitishda davom etishadi.
- nima uchun o'qituvchilar o'z o'qitish uslublarini o'zgartirishlari lozim?
- ular o'z tinglovchilariga ega va bu tinglovchilar ularni hurmat qiladi.
- sinfda, yoki boshqa bir o'qitish bilan bog'liq muhitda, haqiqatda, qanday hodisalar ro'y berayotganligidan xabardor bo'lish va o'qitish jarayonining to'g'ri olib borilayotganligini tizimli ravishda aniqlab borish maqsadida o'qituvchilar o'z o'qitish

uslublarining talabga mos kelish, yoki kelmasligini tekshirib borishlari ular uchun katta ahamiyat kasb etadi.

Mustaqil Vatanimizda shakllanayotgan milliy g'oya bosh Qomusimizda e'tirof etilgan insonparvar, demokratik, huquqiy davlat va jamiyatni barpo etish, shuningdek ijtimoiy-iqtisodiy hamda madaniy rivojlanishining yuqori bosqichlariga ko'tarish, mamlakatimizning jahon hamjamiyatidan munosib o'rin egallashiga yo'naltirilgan ezgu maqsadlarini amalga oshirishga xizmat qiladi.

Mazkur maqsadlarning ijobiy natijalarga ega bo'lishi, eng avvalo, yosh avlodga ilmiy bilimlar asoslarini puxta o'rgatish, ularda keng dunyoqarash hamda tafakkur ko'lamini hosil qilish, ma'naviy-axloqiy sifatlarni shakllantirish borasidagi ta'limiy-tarbiyaviy ishlarni samarali tashkil etishga bog'liqdir. "Biz ta'lim va tarbiya tizimining barcha bo'g'inlari faoliyatini bugungi zamon talablari asosida takomillashtirishni o'zimizning birinchi darajali vazifamiz deb bilamiz", deb ta'kidlab o'tgan davlatimiz rahbari Shavkat Mirziyoyev. Qolaversa, Mamlakatimizning birinchi Prezidenti ta'kidlaganlaridek, "Biz farzandlarimizning nafaqat jismoniy va ma'naviy sog'lom o'sishi, balki ularning eng zamonaviy intellektual bilimlarga ega bo'lgan, uyg'un rivojlangan insonlar bo'lib, XXI asr talablariga to'liq javob beradigan barkamol avlod bo'lib voyaga yetishi uchun zarur barcha imkoniyat va sharoitlarni yaratishni o'z oldimizga maqsad qilib qo'yganmiz". Malakali kadrlar tayyorlash muassasaining har bir bosqichi o'zida ta'lim muassasaini samarali tashkil etish, uni yuqori bosqichlarga ko'tarish, shu bilan birga jahon ta'limi darajasiga yetkazish borasida muayyan vazifalarni amalga oshirish lozim. Xususan, mazkur muassasaning uchinchi bosqichi ta'lim muassasalarining resurs, kadrlar va axborot bazalarini yanada mustaxkamlash, o'quv tarbiya muassasaini yangi o'quv uslubiy majmualar, ilg'or pedagogik texnologiyalar bilan to'liq ta'minlash kabi dolzarb vazifalar ijobiy hal etilmog'i lozim. Hozirgi kunda yurtimiz ta'lim muassasalari faoliyati yangi pedagogik texnologiyalarni olib kirishga qaratilgan harakat jahonning bir qator yetakchi tashkilotlari bilan hamkorlikda olib borilmoqda.

Darhaqiqat, inson qaysiki kasb sohibi bo'lishidan qat'iy nazar o'z ishiga, mashg'ulotiga qunt bilan, mehr bilan yondashsa, uning butun sir asrorini, usul va vositalarini mukammal egallaydi, shu bilan birga o'z-o'zini anglaydi, shu sohada kamol topadi. O'qituvchi kimni o'stirsa, tarbiyalasa o'zi ham o'sadi, ulg'ayadi, donishmandlik kasb eta boradi. Ta'lim texnologiyasi bu – ta'lim maqsadiga erishish muassasaining umumiy mazmuni, ya'ni, avvaldan loyihalashtirilgan ta'lim muassasaini yaxlit tizim asosida, bosqichma-bosqich amalga oshirish, aniq maqsadga erishi yo'lida muayyan metod, usul va vositalar tizimini ishlab chiqish, ulardan samarali, unumli foydalanish hamda ta'lim muassasaini yuqori darajada boshqarishni ifodalaydi. Pedagogik texnologiyaning markaziy muammosi – o'quvchi shaxsini rivojlantirish orqali ta'lim maqsadiga erishini ta'minlashdan iborat. Pedagogik



texnologiya muayyan loyiha asosida tashkil etiladigan, aniq maqsadga yo'naltirilgan hamda ushbu maqsadning natijalanishini kafolatlovchi pedagogik faoliyat muassasaining mazmunidir.

*Pedagogik texnologiya xususiyatlari.* Pedagogik texnologiya o'zida quyidagi xususiyatlarni mujassam etadi:

1. Pedagogik texnologiya pedagogik muassasani takomillashtirish, optimallashtirishga bo'lgan ijtimoiy ehtiyojni qondirish omili sanaladi.

2. Pedagogik texnologiya didaktik hamda tarbiyaviy xarakterdagi, shuningdek, ta'lim – tarbiya muassasaini samarali, mahoratli tarzda tashkil etish borasidagi nazariy hamda amaliy bilimlar majmui, metodologik fan sifatida namoyon bo'ladi.

3. Pedagogik texnologiya ta'lim-tarbiya muassasaining umumiy mohiyatini aks ettiruvchi yaxlit muassasadir.

4. Pedagogik texnologiya yo'naltiruvchanlik vazifasini bajaradi, ya'ni, u shaxsni rivojlantirish, tarbiyalash, shakllantirish uchun xizmat qiladi.

5. Pedagogik texnologiya-shaxsiylik xususiyatiga ega bo'lib, muayyan texnologiyalarni ta'lim-tarbiya muassasaida qo'llashga nisbatan yagona, qat'iy, me'yoriy talablar qo'yilmaydi. Har bir pedagog u faoliyat yuritayotgan ta'lim-tarbiya muhitining xususiyatlari, mavjud ichki va tashqi shart-sharoitlarni inobatga olgan holda muayyan texnologik yondoshuvni amalga oshirish imkoniyatiga ega.

6. Pedagogik texnologiya o'zida ta'lim-tarbiya va shaxs taraqqiyoti (kamoloti) birligini ifoda etadi.

Aholi malakaviy darajasi tabiiy holda mamlakat iqtisodiyoti rivojlanishida, shuning bilan birga demokratik jamiyatning shakllanishida, millatning ijtimoiy ma'naviy kamol topishida muhim ahamiyat kasb etadi. O'quvchining bilim saviyasi, fanni nechog'li o'zlashtirganligi esa, uning bajargan mustaqil topshiriqlarida o'z ifodasini topadi.

Demak, o'rta umum ta'lim maktab dars jarayonlarida, ta'lim tizimida axborot kommunikatsiya texnologiyalarini o'qitishda yangi pedagogik texnologiyalardan foydalanish natijasida o'qituvchi talabalarga ta'lim-tarbiya berishda ularni mustaqil O'zbekistonga bilimli, shijoatli, zakovatli va hayotga mustaqil ijodiy yondashadigan kadrlarni tayyorlashda o'z hissasini qo'shadi.

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