

**JIZZAX DAVLAT PEDAGOGIKA UNIVERSITETI HUZURIDAGI ILMIY
DARAJALAR BERUVCHI PhD.03/04.06.2020.Fil.113.02 RAQAMLI ILMIY
KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI

MURODOVA SHAXLO IBRAGIMOVNA

**O‘QUVCHILARDA O‘QISH SAVODXONLIGINI RIVOJLANTIRUVCHI
O‘QUV TOPSHIRIQLARI USTIDA ISHLASH METODIKASI**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (o‘zbek tili)

**PEDAGOGIKA FANLARI BO‘YICHA FALSAFA DOKTORI (PhD)
DISSERTATSIYASI AVTOREFERATI**

Jizzax – 2024

**Pedagogika fanlari bo‘yicha falsafa doktori (PhD)
dissertatsiyasi avtoreferati mundarijasi**

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on pedagogical sciences**

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Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi mavzusi Oliy attestatsiya komissiyasida B2023.1.Phd/Ped4516 raqam bilan ro'yxatga olingan.

Dissertatsiya Toshkent davlat o'zbek tili va adabiyoti universitetida bajarilgan.
Dissertatsiya avtoreferati uch tilda (o'zbek, ingliz, rus (rezyume)) Ilmiy kengashning veb-sahifasi (www.jdpu.uz) va "ZiyoNet" Axborot ta'lim portalida (www.ziynet.uz) joylashtirilgan.

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Dissertatsiya avtoreferati 2024-yil "_____" kuni tarqatildi.
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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon ta'lim tizimida shaxsni takomillashtirish, unga berilayotgan ta'lim mazmunini hayotda qo'llanilish darajalari nuqtayi nazaridan tashkil etish masalasiga alohida e'tibor berilmoqda. Yoshlarga berilayotgan ta'lim sifati ularning egallagan ko'nikma va malakalariga bog'liq ekanligi xalqaro tashkilotlar tomonidan ham e'tirof qilinib kelinadi. Bugun dunyo miqyosida ta'lim sifati baholashning xalqaro talablari faol qo'llanilmoqda, jumladan, PISA tadqiqotining muhim jihati ham o'quvchilarda matematik, tabiiy-ilmiy, o'qish savodxonligi va kreativ fikrlash ko'nikmalarini tekshirishdir. Xususan, PISA, PIRLS kabi xalqaro baholash tadqiqotlari o'quvchida hayotiy va XXI asr ko'nikmalarining shakllanganlik darajalarini turli aspektlarda tekshirib ko'radi. Bunda, asosan, o'quvchilarning o'qish savodxonligini rivojlantirish, ularda matnni o'qib tushunish malakasini hosil qilish dolzarb vazifaga aylanmoqda.

Dunyoda ta'lim sohasidagi islohotlar xalqaro baholash tashkilotlari tomonidan tahlil qilinmoqda. Xususan, Iqtisodiy Hamkorlik va Taraqqiyot Tashkiloti (OECD) tomonidan tashkil etiladigan PISA xalqaro tadqiqot dasturi umumiy o'rta ta'lim tizimiga oid tahliliy va qiyosiy ma'lumotlarni, shuningdek, mamlakatlar ta'lim siyosatiga oid qarorlarni qabul qilishda muhim ma'lumotlarni taqdim etadi. Rivojlangan mamlakatlarning ta'lim tizimida barcha yo'nalishlarda anglash, farqli jihatlarini topish, solishtirish, tahlil qilish kabi ko'nikma va malakalarni hosil qilishga katta e'tibor qaratilmoqda. Dunyoning eng rivojlangan mamlakatlari – AQSH, Janubiy Koreya, Malayziya, Singapur, Finlandiya ta'lim tizimining o'ziga xos yutuqlari PISA tadqiqotlari asosida aniqlangan, jumladan, Finlandiya ta'limi o'qish savodxonligi bo'yicha ham yuqori natijalarni qo'lga kiritgan. Xalqaro miqyosda ham ona tili va adabiyot fanlarini o'qitishda o'quvchilarning o'qish savodxonligini oshiruvchi o'quv topshiriqlarini ishlab chiqish, turli uslubda yozilgan matnlarni o'qib tushunish kompetensiyalarini rivojlantirish dolzarb ahamiyat kasb etmoqda.

Keyingi yillarda O'zbekistonda ham PISA xalqaro baholash dasturi asosida 2022-yilda tadqiqotlar olib borildi va 2023-yilda e'lon qilingan natijalarga ko'ra o'qish savodxonligi bo'yicha eng past ko'rsatkich kuzatildi. "Yosh avlod qalbiga ona tilimizni bolalikdan singdirish maqsadida ta'limning barcha bosqichlarida o'zbek tilini zamonaviy va innovatsion texnologiyalar asosida mukammal o'rgatishga alohida e'tibor qaratishimiz lozim. Toki bolalarimiz o'zbek tilida ravon o'qiydigan, ravon yozadigan va teran fikrlaydigan insonlar bo'lib yetishsin"¹. Bu ona tili ta'limi oldiga, xususan, o'qib tushunish, o'qish savodxonligi

¹ Мирзиёев Ш.М. <https://xs.uz/uz/post/prezident-shavkat-mirziyoevning-ozbek-tiliga-davlat-tili-maqomi-berilganining-ottiz-jilligiga-bagishlangan-tantanali-marosimdagi-nutqi>

² Аллаёров И.А. Дидактические основы активного обучения: автореф. дисс. ... док. пед. наук. – Ташкент, 1994. – 44 с.; Розыков О. Основы оптимального применения системы учебных задач в обучении. – М.: Учитель, 1981. – 103 с.; Ибрагимов Р. Бошлангич синф ўқувчилари билиш фаолиятини шакллантиришнинг дидактик асослари: пед. фан. докт. ... дисс. – Тошкент: Қори Ниёзий номли ЎзПФТИ, 2002. – 265 б.; Адизов Б.Р. Бошлангич таълимни ижодий ташкил этишнинг назарий асослари: пед. фан. докт. ... дисс. – Тошкент, 2003. – 280 б.; Маҳмудов М.Х. Таълимни дидактик лойиҳалашнинг назарий асослари: пед. фан. док. ... дисс. автореф. – Тошкент, 2004. – 42 б.

ko'nikmalarini rivojlantiruvchi o'quv topshiriqlari ishlab chiqishning ilmiy-metodik asoslarini takomillashtirish zarurligini ko'rsatadi.

O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-son "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", 2019-yil 8-oktyabrdagi PF-5847-son "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", 2019-yil 21-oktyabrdagi PF-5850-son "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida", 2020-yil 20-oktyabrdagi PF-6084-son "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida", 2023-yil 12-sentyabrdagi PF-158-son "O'zbekiston – 2030 strategiyasi to'g'risida"gi farmonlari, O'zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 5-iyuldagi 419-son "Ma'naviyat va davlat tilini rivojlantirish masalalari departamenti to'g'risida", 2020-yil 11-martdagi 139-son "O'zbek tili va adabiyoti bo'yicha fundamental va amaliy tadqiqotlar samaradorligini yanada oshirish chora-tadbirlari to'g'risida"gi qarorlari 2020-2030-yillarda amalga oshirish dasturida zamonaviy o'qitish metodikasini yaratishga doir belgilangan vazifalarni bajarishga muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga mosligi. Dissertatsiya tadqiqoti respublika fan va texnologiyalari rivojlanishining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion iqtisodiyotni rivojlantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. Mamlakatimizda keyingi yillarda ona tili o'qitish metodikasiga doir qator ilmiy-metodik tadqiqotlar olib borildi. Ona tili ta'limida ilk darsliklar shakllanishida A.Fitrat, O.Usmon, B.Avizov, Y.Abdullayev, M.Omilxonovalarning xizmati katta bo'lgan, ammo darsliklarning dastlabki variantlarida o'quv topshiriqlari berilmagan.

Sh.Yusupova² va N.Yuldasheva³ tadqiqotlarida ona tilini yangi pedagogik texnologiyalar asosida o'qitish masalalari tadqiq qilingan. A.G'ulomov⁴, M.Saidov⁵ va N.Alovuddinovalar⁶ esa ona tilini o'qitish orqali mustaqil ishlash, ijodiy fikrlash ko'nikmalarini shakllantirish metodikasi ustida izlanishlar olib borgan. Uzluksiz ta'limda ona tilidan til sathlarini uzviylikda o'qitish, xususan, gapning bosh bo'laklarini o'qitish metodikasi bo'yicha T.Yusupova tomonidan

³ Юсупова Ш. Она тили таълими самарадорлигини ошириш ва илғор педагогик технологияларни жорий этиш: пед. фан. номз. ... дисс. ТДПИ. – Тошкент, 1998. – 137 б.

⁴ Юлдашева Н. Умумий ўрта таълим мактабларида луғавий синонимларни янги педагогик технологиялар асосида ўқитиш методикаси: пед. фан. номз. ... дисс. – Тошкент, 2002. – 123 б.

⁵ Гулямов А. Методика развития учебно-познавательной активности учащихся в процессе преподавания родного (узбекского) языка: дисс. ... док. пед. наук. – Ташкент: ТГПИ, 1991. – 37 с.

⁶ Саидов М. Ўзбек мактабларининг 5-синфларида она тили таълими жараёнида тафаккурни ривожлантирувчи ўқув топшириқлари ва улардан фойдаланиш методикаси: пед. фан. номз. ... дисс. автореф. ТДПУ. – Тошкент, 2000. – 25 б.

⁷ Алавуiddинова Н. Она тили дарсларида ижодий фикрлаш кўникмасини шакллантириш методикаси: пед. фан. номз. ... дисс. автореф. ТДПУ. – Тошкент, 2008. – 24 б.

ilmiy izlanishlar olib borilgan⁷, X.Muxitdinova ta'lim bosqichlarida uzviylikni ta'minlashning lingvodidaktik asoslarini ishlab chiqishga oid tadqiqotini olib borgan⁸. Qayd qilingan ushbu tadqiqot ishlarida o'quv topshiriqlarining turlari, matnni o'qib tushunishga doir tavsiyalar, mashq va topshiriqlar, ulardan nutq o'stirishda foydalanish masalalari ham yoritilgan.

Ta'kidlash joizki, N.Mahmudov, A.Sobirov, I.Mirzayev o'quv topshiriqlarini darsliklarda milliy yondashuv asosida takomillashtirishga hissa qo'shdilar. B.Mengliyev ona tili o'qitishda ortiqcha grammatizmdan voz kechib, o'quvchilarda o'qish savodxonligi ko'nikmasini rivojlantirish, lug'at va matn asosida milliy tilni, milliy ma'naviyatni o'quvchi tafakkuriga singdirish, o'quvchini turli nutq vaziyatiga tayyorlash, ijodiy tafakkur sohibini tarbiyalashning nazariy-amaliy masalalariga alohida e'tibor qaratib kelmoqda⁹. Uning muallifligida yaratilgan darsliklarda o'quv topshiriqlari ayni shu ta'lim maqsadini bajarishga moslandi.

Keyingi yillarda til ta'limiga kommunikativ va kompetensiyaviy yondashuvlarni joriy etish borasida pedagogika, filologiya fanlari doktorlari, professorlar R.Safarova¹⁰, Sh.Yusupova¹¹, X.Muhiddinova¹², B.Mengliyev, Sh.Yuldasheva, Q.Husanboyeva¹³larning tadqiqotlarini alohida ta'kidlash lozim.

Tadqiqotchi A.Bobomurodova, T.Ziyadova, T.G'aniyev, M.Saidov A.Hamroyev¹⁴, K.Mavlonova¹⁵lar tomonidan ona tili ta'limi jarayonida o'quvchilarning so'z boyligini oshirish imkoniyatlari, o'zining ona tili ta'limi jarayonida tafakkurni rivojlantiruvchi o'quv topshiriqlari va ulardan foydalanish metodikasiga doir ona tilidan mashq bajarish jarayonida o'quvchining bilish faolligini oshirish masalalari tadqiq qilingan. H.Suyunovning adabiyot o'qitishda savol va topshiriqlar ustida ishlashga o'rgatish usullariga doir tadqiqoti adabiy ta'lim, shuningdek, ona tili ta'limi uchun ham muhim ahamiyatga ega. Shuningdek, tadqiqot mavzusiga doir I.Allayorov, O.Rozikov, R.Ibragimov, B.Adizov, M.Mahmudov, I.Davronov¹⁶lar tomonidan ta'lim oluvchining o'quv-

⁸Юсупова Т. Узлуксиз таълим тизими асосида мактабда ўқувчиларга бош бўлақларни ўргатиш: пед. фан. номз. ... дисс. автореф. ТДПИ. – Тошкент, 1998. – 22 б.

⁹Мухиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш: пед. фан. номз. ... дисс. ТДПИ – Тошкент, 2011. – 270 б.

¹⁰<http://uza.uz/oz/education/-uvchini-mayib-ilayetgan-k-rinmas-va-samarasiz-milliardlar-14-11-2019>.

¹⁰Қаранг: Сафарова Р. Миллий тикланиш шароитида Ўзбекистон мактабларида она тили таълими назарияси ва амалиёти: пед. фан. док. ... дисс. – Тошкент, 1995. – 242 б.

¹¹ Юсупова Ш.Ж. Ҳозирги ўзбек адабий тили дарсларида ўқувчилар тафаккурини ўстиришнинг илмий-методик асослари: пед. фан. док. ... дисс. – Тошкент: ТДПИ, 2005. – 270 б.

¹² Мухиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш: пед. фан. номз. ... дисс. ТДПИ. – Тошкент, 2011. – 270 б.

¹³ Хусанбоева Қ. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-методик асослари: пед. фан. док. ... дисс. – Тошкент, 2006. – 262 б.

¹⁴ Ҳамроев А.Р. Она тили таълимида ўқувчиларнинг ижодий фаолиятини лойиҳалаштириш: пед. фан. док. (Dsc) ... дисс. – Тошкент, 2020. – 242 б.

¹⁵ Мавлонова К. Она тили фанини адабиёт фани билан бадиий матн орқали интеграциялаб ўқитиш методикасини такомиллаштириш: пед. фан. фал. докт. (PhD) ... дисс. автореф. – Тошкент, 2019. – 22 б.

¹⁶ Аллаёров И.А. Дидактические основы активного обучения: автореф. дисс. ... док. пед. наук. – Ташкент, 1994. – 44 с.; Розыков О. Основы оптимального применения системы учебных задач в обучении. – М.: Учитель, 1981. – 103 с.; Ибрагимов Р. Бошлангич синф ўқувчилари билиш фаолиятини шакллантиришнинг дидактик асослари: пед. фан. докт. ... дисс. – Тошкент: Қори Ниёзий номли ЎзПФТИ, 2002. – 265 б.; Адизов Б.Р. Бошлангич таълимни ижодий ташкил этишнинг назарий асослари: пед. фан. докт. ... дисс. –

biluv faoliyatini rivojlantirish, o'quv topshiriqlari orqali o'quvchi faolligini oshirish muammolari ham o'rganilgan.

Shu o'rinda ta'lim sifatiga ta'sir qiluvchi eng asosiy omillardan biri bo'lgan o'quvchilarning bilim, ko'nikma va malakalarini baholash bo'yicha Sh.Abdirayimov¹⁷ning tadqiqotlarini ham alohida ta'kidlash mumkin. Mazkur tadqiqot mohiyatan bizning ishimizga yaqin, ya'ni o'qib tushunish ko'nikmasini baholovchi o'quv topshiriqlari¹⁸ ustida ishlagan.

MDH metodist-olimlari A.Leontev, J.Ponomarev, L.Rubenshteyn¹⁹, avstraliyalik olim Jak Richards²⁰larning ona tili o'qitilishiga doir tadqiqotlaridagi o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlarining tavsifi va tasnifiga doir yondashuvlaridan dunyo miqyosida foydalanilmoqda.

Ayniqsa, pedagogika fanlari doktori G'Hamroyevning ona tili ta'limida o'quv topshiriqlari borasida olib borgan tadqiqoti topshiriqlardan foydalanish bo'yicha qilinishi lozim bo'lgan vazifalarni aniqlab berdi²¹.

Biroq ona tili ta'limida o'quvchilarning o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlari ustida ishlash bo'yicha metodik ta'minot yaratilmagan. Matn ustida ishlash orqali o'quvchilarda o'qib tushunish ko'nikmasini rivojlantiruvchi savol va topshiriqlar tizimi ishlab chiqilishi hamda ulardan foydalanish metodikasi takomillashtirilishi lozim.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Ushbu tadqiqot Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining ilmiy-tadqiqot ishlari rejalarning "Til va adabiyot o'qitish muammolari" mavzusi yo'nalishida bajarilgan.

Tadqiqotning maqsadi ona tili mashg'ulotlarida o'quvchilarda o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlari ustida ishlash metodikasini takomillashtirishdan iborat.

Tadqiqotning vazifalari: matn mazmunini ochib beruvchi, muallif maqsadini anglashga xizmat qiluvchi, fikrlashga undaydigan pragmatik o'quv

Тошкент, 2003. – 280 б.; Махмудов М.Х. Таълимни дидактик лойиҳалашнинг назарий асослари: пед. фан. док. ... дисс. автореф. – Тошкент, 2004. – 42 б.

¹⁷ Аллаёров И.А. Дидактические основы активного обучения: автореф. дисс. ... док. пед. наук. – Ташкент, 1994. – 44 с.; Розыков О. Основы оптимального применения системы учебных задач в обучении. – М.: Учитель, 1981. – 103 с.; Ибрагимов Р. Бошланғич синф ўқувчилари билиш фаолиятини шакллантиришнинг дидактик асослари: пед. фан. докт. ... дисс. – Тошкент: Қори Ниёзий номи ЎзПФТИ, 2002. – 265 б.; Адизов Б.Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари: пед. фан. докт. ... дисс. – Тошкент, 2003. – 280 б.; Махмудов М.Х. Таълимни дидактик лойиҳалашнинг назарий асослари: пед. фан. док. ... дисс. автореф. – Тошкент, 2004. – 42 б.

¹⁸ Абдираимов Ш. Она тили таълимида ўқиб тушуниш малакасини баҳолашнинг илмий-методик асослари. Пед.фан.фалс. док. ... дисс. – Тошкент. 2022. –Б.14.

¹⁹ Рубинштейн С.Л. Проблемы общей психологии. – Москва: Педагогика, 1976. – 416 с.; Леонтьев А.Н. Проблемы развития психики. – Москва: Педагогика, 1972. – 576 с.; Пономарев Я.А. Психология творчества и педагогика. – М., 1976. –280 С. Росков О. Р. Теоретические основы оптимального применения системы учебных задач в обучении школьников (на материале гуманитарных наук). Copyright © 2016 Все изображения и видео на этом сайте будут показаны. пед. наук. – Тбилиси, 1986. – 50 с.; Розиков О. И так далее. Дидактика. – Ташкент: Наука, 1997. – 256 с.; Краткий педагогический словарь. Переходы: навигация по сайту, поиск Леонтьев А.Н. Проблемы развития психики. – Москва: Педагогика, 1972. – 576 с.

²⁰ <https://www.professorjackrichards.com/mother-tongue-teaching-vs-foreign-language-teaching/>

²¹ Ҳамроев Ғ. Она тили таълимида ўқув топшириқларини ишлаб чиқишнинг лингводидактик асосларини такомиллаштириш: педагогика фанлари д-ри...дисс. автореф. –Тошкент. 2022. 56 б.

topshiriqlardan foydalanilganda o'quvchilarning o'qish savodxonligi sezilarli oshganini aniqlash;

kreativ xarakterdagi savol va topshiriqlar asosida o'quvchilarda o'qish savodxonligi rivojlantirilsa, ularda mantiqiy fikrlash, anglash, mushohada qilish va amalda qo'llash malakalari hosil bo'lishini asoslash;

turli nutq vaziyatiga doir matnlardan foydalanilganda fikrlashga yo'naltiruvchi savol va topshiriqlar o'quvchilarda matn va matndan tashqari ma'lumotlarni mavzuga bog'lay olish, matnosti ma'nolarni kalit so'zlar asosida aniqlash ko'nikmalariga ega bo'lishi o'qish savodxonligini rivojlantirishini aniq misollar orqali dalillash;

o'qish savodxonligini rivojlantiruvchi savol va topshiriqlar tizimi ona tili ta'limida o'qish savodxonligi kompetensiyasini shakllantirish vositasi ekanligini o'quv topshiriqlari orqali takomillashtirish.

Tadqiqotning obyekti umumta'lim maktablarining 8-, 9-sinf o'quvchilariga ona tili mashg'ulotlarida matn bilan ishlash orqali o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlari ustida ishlash ko'nikmalarini rivojlantirish jarayoni hisoblanadi.

Tadqiqotning predmetini o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlarni ishlab chiqish, ulardan foydalanish usullari, tizimi va texnologiyasini takomillashtirish tashkil etadi.

Tadqiqotning usullari. Tadqiqot jarayonida pedagogik kuzatuv, qiyosiy tahlil, zidlash, tasniflash, suhbat, statistik tahlil, intervyu, anketa-so'rovnomalari, pedagogik tajriba-sinov kabi bir qator usullardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

matn mazmunini ochib beruvchi, muallif maqsadini anglashga xizmat qiluvchi, fikrlashga undaydigan kreativ o'quv topshiriqlardan foydalanilganda o'quvchilarning matnni o'qib tushunish ko'nikmasi, mantiqiy fikrlash malakasi oshgani aniqlangan;

o'quvchilarda o'qish savodxonligini rivojlantirishda o'qish tezligini oshirish, mantiqiy fikrlash, anglash, mushohada qilish hamda umumlashtirish ko'nikma va malakalarini hosil qilish muhim omil ekanligi asoslangan;

nutq vaziyatiga doir matnlardan foydalanilganda fikrlashga yo'naltiruvchi savol va topshiriqlar o'quvchilarda matn va matndan tashqari ma'lumotlarni mavzuga bog'lay olish, matnosti ma'nolarni kalit so'zlar yordamida aniqlash ko'nikmalariga ega bo'lishi dalillangan;

o'qish savodxonligini rivojlantirishga doir badiiy, ilmiy va publisistik matnlar, shuningdek, savol va topshiriqlar tizimi ona tili ta'limida o'qish savodxonligini rivojlantirish vositasi ekanligi ochib berilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

matn mazmunini ochib beruvchi, muallif maqsadini anglashga xizmat qiluvchi, fikrlashga undaydigan pragmatik o'quv topshiriqlari orqali o'quvchilarning o'qish savodxonligini rivojlantirish tizimi ishlab chiqilgan;

kreativ mazmundagi savol va topshiriqlar asosida o'quvchilarda o'qish savodxonligini rivojlantiruvchi, ularda mantiqiy fikrlash, anglash, mushohada qilish va amalda qo'llash malakalarini hosil qiluvchi o'quv topshiriqlar to'plami ommalashtirilgan;

turli nutq vaziyatiga doir matnlardan foydalanilganda fikrlashga yo'naltiruvchi savol va topshiriqlar o'quvchilarda matn va matndan tashqari ma'lumotlarni mavzuga bog'lay olish, matnosti ma'nolarni kalit so'zlar asosida aniqlash ko'nikmalariga ega bo'lishi o'qish savodxonligini rivojlantiruvchi maxsus matnlar majmuasi yaratilgan;

o'qish savodxonligini rivojlantiruvchi savol va topshiriqlar tizimi ona tili ta'limida nutqiy kompetensiyani shakllantirish vositasi sifatida takomillashtirilgan.

Tadqiqot natijalarining ishonchliligi. Qo'llanilgan tadqiqot usullari va ilmiy-nazariy ma'lumotlarning rasmiy manbalarga aloqadorligi, keltirilgan tahlil hamda tajriba-sinov ishlari samaradorligi matematik statistika metodlari orqali asoslanganligi, xulosa, taklif va tavsiyalarning amaliyotga joriy etilganligi, olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlangani bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati shundaki, tadqiqot ishi pedagogika va o'zbek tili o'qitish metodikasini takomillashtirishda, o'quvchilarda o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlarining ta'limda tutgan o'rnini belgilashda muhim nazariy ahamiyat kasb etib, dissertatsiyada aks etgan nazariy qarashlar mavzu doirasidagi yangi tadqiqotlar uchun asos vazifasini bajarishi mumkin.

Tadqiqot natijalarining amaliy ahamiyati shundaki, ishda ilgari surilgan g'oyalar, nazariy qarash va amaliy tavsiyalar ona tili va adabiyot darsliklari, o'quv qo'llanmalar yaratishda hamda ma'ruza matnlari tayyorlashda manba bo'la oladi, oliy o'quv yurtlarining o'zbek tili va adabiyoti yo'nalishlarida "Ona tili o'qitish metodikasi", "Ona tili" fanlaridan amaliy mashg'ulotlarda dars samaradorligini oshiruvchi material bo'lib xizmat qilishi, umumiy o'rta ta'lim maktablari o'quvchilarida ham o'qish savodxonligi kompetensiyasini hosil qilishda muhim metodik tavsiya bo'lishi mumkin.

Tadqiqot natijalarining joriy qilinishi. Umumiy o'rta ta'lim tizimida o'quvchilarda o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlari ustida ishlash metodikasini takomillashtirish mavzusidagi tadqiqotlar asosida:

matn mazmunini ochib beruvchi, muallif maqsadini anglashga xizmat qiluvchi, fikrlashga undaydigan kreativ o'quv topshiriqlardan foydalanilganda o'quvchilarning matnni o'qib tushunish ko'nikmasi, mantiqiy fikrlash malakasi oshgani bo'yicha ishlab chiqqan taklif va tavsiyalaridan 2020-2023-yillarda bajarilgan AM-FZ-201908172 "O'zbek tilining ta'limiy korpusini yaratish" mavzusidagi amaliy loyihani bajarishda foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2023-yil 4-dekabrda 01/4-2586-son ma'lumotnomasi). Natijada loyihaning nazariy qismi yangi ilmiy fikrlar, g'oyalar bilan boyitilishiga erishilgan;

o'quvchilarda o'qish savodxonligini rivojlantirishda o'qish tezligini oshirish, mantiqiy fikrlash, anglash, mushohada qilish hamda umumlashtirish ko'nikma va malakalarini hosil qilish muhim omil ekanligi to'g'risidagi xulosalardan PZ-202004165 "Umumiy o'rta ta'limning boshlang'ich sinf o'quvchilarida og'zaki va yozma nutqiy kompetensiyalarini rivojlantiruvchi elektron platforma yaratish" mavzusidagi amaliy loyihani bajarishda foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2023-yil 15-dekabrda)

01/4-2689-son ma'lumotnomasi). Natijada loyihaning amaliy qismi yangi manbalar bilan boyitilishiga erishilgan;

nutq vaziyatiga doir matnlardan foydalanilganda fikrlashga yo'naltiruvchi savol va topshiriqlar o'quvchilarda matn va matndan tashqari ma'lumotlarni mavzuga bog'lay olish, matnosti ma'nolarni kalit so'zlar yordamida aniqlash ko'nikmalariga ega bo'lishi o'qish savodxonligini rivojlantirishi aniq misollar orqali dalillanganligiga doir tavsiya va xulosalaridan 2021-2023-yillarga mo'ljallangan 2020-2023-yillarda bajarilgan AM-FZ-201908172 "O'zbek tilining ta'limiy korpusini yaratish" mavzusidagi amaliy loyihani bajarishda foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2023-yil 4-dekabrda 01/4-2586-son ma'lumotnomasi). Natijada o'zbek tilining ta'limiy korpusini yaratishda tadqiqot materiallaridan foydalanib, yangi manbalar bilan boyitilishiga erishilgan;

o'qish savodxonligini rivojlantirishga doir badiiy, ilmiy va publisistik matnlar, shuningdek, savol va topshiriqlar tizimi ona tili ta'limida o'qish savodxonligini rivojlantirish vositasi ekanligini ochib beruvchi taklif va tavsiyalaridan PZ-202004165 "Umumiy o'rta ta'limning boshlang'ich sinf o'quvchilarida og'zaki va yozma nutqiy kompetensiyalarini rivojlantiruvchi elektron platforma yaratish" mavzusidagi amaliy loyihani bajarishda foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2023-yil 15-dekabrda 01/4-2689-son ma'lumotnomasi). Natijada loyiha asosida yaratilgan platformaning yangi o'quv metodik ta'minot bilan boyitilishiga erishilgan.

Tadqiqot natijalarining abrobatsiyasi. Tadqiqot natijalari 2 ta xalqaro va 3 ta respublika ilmiy-amaliy konferensiyalarida muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Tadqiqot natijalari sifatida 10 ta ilmiy ish e'lon qilingan, shu jumladan, Oliy attestatsiya komissiyasining dissertatsiyalarning asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda jami 5 ta maqola, shundan, 4 tasi respublika va 1 tasi xorijiy ilmiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa va tavsiyalar, foydalanilgan adabiyotlar ro'yxati va ilovalardan iborat. Umumiy hajmi 121 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, tadqiqot maqsadi va vazifalari, obyekt va predmeti aniqlangan, tadqiqotning O'zbekiston Respublikasi fan va texnologiyalar taraqqiyotining ustuvor yo'nalishlariga mosligi ko'rsatilgan, ilmiy yangiligi va amaliy natijalari bayon etilgan, olingan natijalarning ishonchliligi asoslangan, ularning nazariy va amaliy ahamiyati ochib berilgan, tadqiqot natijalarining amaliyotga joriy etilishi, ishning aprotatsiyasi natijalari, e'lon qilingan ishlar va dissertatsiyaning tuzilishi bo'yicha ma'lumotlar keltirilgan.

Dissertatsiyaning "Ona tili darslarida o'qish savodxonligini rivojlantirishning ta'limiy, ijtimoiy zarurlari" deb nomlangan birinchi bobida

ona tili darslarida o'qish savodxonligini rivojlantirish pedagogik muammo sifatida o'rganish zarurlari, o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlari tavsifi, o'qish savodxonligini rivojlantirishning mavjud holati tahlili bayon qilingan. O'qish savodxonligi maktabda fanlarni o'zlashtirish jarayonida o'quvchi egallashi lozim bo'lgan asosiy ko'nikmalardan, o'qitishning amaliy maqsadlaridan biridir. O'qish katta tarbiyaviy ahamiyatga ega, u orqali o'quvchi o'z atrofidagi dunyo haqidagi bilimlarini boyitib boradi.

O'qish o'quvchilarning aql-zakovatini rivojlantiradi. Bu xotira, iroda va tasavvurni rivojlantirishga yordam beradi. Matnni o'qiyotganda o'quvchi tovushlar va harflar, so'z va grammatika orqali qaraydi, so'zlarning imlosini, so'z va iboralarning ma'nosini eslab qoladi va shu bilan ularning til haqidagi tasavvurlarini takomillashtiradi. Agar o'qituvchi o'z o'quvchilarini yaxshi o'qishga o'rgatsa va ular o'qiyotgan narsalarini yetarli ravonlik va to'liq tushunish bilan o'qiy olsa, bir paytning o'zida ularning gapirish va yozish malakalarini egallashlariga ham yordam beradi.

O'qishning ikki yo'li bor: ovoz chiqarib va ovoz chiqarmay ichida o'qish. Odatda kishilar og'zaki o'qishni o'rgana boshlaydilar. Odamlar o'qiy olaman deganda, demak, shaklga emas, ma'noga e'tibor qaratishlari mumkin. Yaxshi o'quvchi harflarga ham, hatto so'zlarga ham tez-tez bir-bir qarab turmaydi; u bir vaqtning o'zida ikki, uch yoki to'rt so'zning ma'nosini tushunadi.

Fikrimizcha, o'qish savodxonligi ko'nikmasini rivojlantiruvchi maxsus o'quv materiallarni shakllantirish tarixiy va zamonaviy tajribalar uyg'unligidan kelib chiqadi. Bu borada jahon va mahalliy tajribalardan unumli foydalanib muammolarni atroflicha o'rganish ularning yechimini topish imkonini beradi.

O'qish savodxonligini rivojlantirish uchun, avvalo, uning mezonlarini ishlab chiqish zarur. O'quvchi savodxonligining yorqin namoyishi funksional savodxonlikning tarkibiy qismi quyidagilardan foydalanish bilan bog'liq ko'nikmalardir: talab qilinadigan o'quv va amaliy vazifalarni hal qilishda olingan ma'lumotlar; matnda muhokama qilingan o'z gipotezasini ilgari surish, taxminlar qilish, o'z nuqtayi nazarini bildirish kabilar.

Quyidagilar o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlariga qo'yiladigan talablar va uni baholash obyekti sifatida ishlaydi:

1. Ma'lumotni topish va qayta ishlash:
 - 1.1. Kerakli ma'lumot joylashgan joyni aniqlash uchun (matn parchasi, ko'prik, veb-saytga havola va boshqalar);
 - 1.2. Qidiruv so'rovini aniqlashtirish;
 - 1.3. Muhim ma'lumotni topish va tahlil qilish;
 - 1.4. Joylashgan bir nechta ma'lumotni topish va kerakli mazmunni aniqlash;
 - 1.5. Joylashgan bir nechta ma'lumotni topish va turli matn fragmentlari bilan bog'lash;
 - 1.6. Joylashgan bir nechta ma'lumotlarni topish va boshqa turli matnlarga bog'lash;
 - 1.7. Ma'lumotlarning mavjudligini/yo'qligini aniqlash;
2. Axborotni birlashtirish va talqin qilish.

Maktabda ona tili ta'limining asosiy vazifalaridan biri o'quvchida turli mazmundagi matnlarni o'qib tushuna olish, tushuntirib bera olish ko'nikma va

malakalarini rivojlantirish lozim. Bunda:

1. Turli shakl va mazmundagi matnlarni tushunish imkonini beruvchi topshiriqlar tizimini ishlab chiqish;

2. Turli shakl va mazmundagi matnlarni tushunish imkonini beruvchi savollar tizimini ishlab chiqish;

3. Turli shakl va mazmundagi matnlarni tushunganligini aniqlash imkonini beruvchi savol va topshiriqlar tizimini ishlab chiqishga alohida e'tibor berish lozim.

Ta'kidlash joizki, o'quvchilarda o'qish savodxonligini rivojlantirish o'quv topshiriqlari orqali amalga oshadi. Ona tili o'qituvchisi barcha sinflarda, umuman, barkamol avlodni tarbiyalashda milliy ma'naviyat va mafkuraviy ruh, madaniyat va qadriyatlarning ulkan xazinasini bo'lmish ona tilini o'qitish jarayonida har bir darsda millat tafakkurini shakllantirib va rivojlantira borishdek g'oyat mas'uliyatli va sharafligi vazifani bajaradi. Bunda, avvalo, o'z o'quvchisida tushunish ko'nikmasini rivojlantirishi kerak. Shunda o'quvchi boshqa ma'lumotlarni o'zi o'qib o'zlashtirib olaveradi. Zero, bugungi globallashuv sharoitida bilim muammo emas, o'qituvchi o'quvchilarga hamma bilimlarni o'rgata olmaydi. Shu ma'noda, o'qish savodxonligi o'quvchini turli manbalar bilan mustaqil ishlash, mulohaza qila olish orqali o'ziga kerakli ma'lumotlarni topib olish imkonini beradi.

O'quvchida mantiqiy fikrlash ko'nikmasi rivojlantirib olinsa, u o'ziga kerakli manbalar bilan ishlay oladi. Nimaning yechimi qayerda ekanini o'zi mulohaza qilib topa oladi. Shu ma'noda, ona tili o'qitishda ko'zda tutiladigan eng muhim jihatlari to'g'ri yozish, mantiqan va usluban fikrni to'g'ri shakllantirish, o'zini-o'zi tekshirib ko'rishga odatlantirish o'qish savodxonligi orqali amalga oshadi.

Umumta'lim maktablarining 8-, 9-sinf dastur va darsliklarida o'qish savodxonligi malaka va ko'nikmalarni rivojlantirishga qanday yondashilayotganligini tahliliy o'rganish bu borada muayyan xulosalarga kelishga asos bo'ladi.

Ayrim darsliklarda xalq maqollariga alohida e'tibor qaratiladi. Ammo o'qish savodxonligi ko'nikmasi rivojlantirilmagani sababli maqol janrining yondosh hodisalardan farqlash malakasi yetishmaydi. Oqibatda o'quvchi maqol va matalni farqlay olmaydi. Maqol va matallar uzoq o'tmishda bo'lgani kabi bugungi kunda ham mustaqillikka erishgan o'zbek xalqining yosh avlodini ajdodlar havas qilgan barkamol inson darajasiga yetaklovchi asosiy tarbiya vositalaridandir. Tilshunoslikning barcha sohalarini o'rgatish jarayonida maqol va matallardan samarali foydalanish mumkin. Shuningdek, milliy qadriyatlar aks etgan milliy asarlar matnini ham o'qib tushunish nihoyatda zarur. Shu ma'noda, 7-sinf "Ona tili" darsligida berilgan "Kurashning qayta tug'ilishi" nomli matn to'g'ri tavsiya qilingan.

Darslikning "Zamonaviy kasblar" ruknida o'quvchi hayotida asqatadigan juda muhim ma'lumotlar keltirilgan, biroq unga doir o'quv topshiriqlari ona tili o'quv maqsadlaridan biroz uzoqlashgan, murakkablashgan:

1. Rivojlanayotgan mamlakatlarda qaysi sohalarga oid mutaxassislariga talab oshib bormoqda?

2. Injinerlik sohasida kimlar faoliyat yuritadi? Ularning vazifalari nimalardan iborat?

3. Nima uchun IT mutaxassislari iqtisodiyotning hal qiluvchi kuchi sifatida e'tirof etilmoqda?

4. Axborot texnologiyalarining davlat taraqqiyotidagi o'rnini haqida nimalarni bilasiz?

5. Zamonaviy tibbiyot soha mutaxassislariga qanday talablarni qo'yimoqda? Zamonaviy shifokorlarga xos bo'lgan sifatlarni sanang.

Yuqoridagi savollar o'quvchini hayotga tayyorlashni maqsad qilgan, biroq o'quvchining yosh xususiyatini hisobga olib buni biroz takomillashtirish, lingvistik jihatlariga ham diqqat qaratish maqsadga muvofiq bo'ladi, deb o'ylaymiz. Topshiriqni bajarish orqali o'quvchilar ham til qoidalarini o'zlashtirishlari, ham nutqiy ko'nikmalari rivojlanishi kerak. Shu bilan bir qatorda, bu topshiriq va savollarni o'quvchilarga bajartirishdan ko'zlangan asosiy maqsad o'quvchilarning tafakkurini o'stirish, muloqot ko'nikmasini rivojlantirishdir.

“Ona tili darslarida o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlari ustida ishlash metodikasi” deb nomlangan ikkinchi bobda o'qish savodxonligini rivojlantirishda matn tanlash va o'quv topshiriqlari tuzish masalasi, ona tili darslarida o'qish savodxonligini oshiruvchi matn va o'quv topshiriqlari ustida ishlash bo'yicha metodik tavsiyalar, matn ustida ishlash orqali o'qish savodxonligini rivojlantiruvchi topshiriqlar tizimiga doir ta'lim mazmuni bayon qilingan.

Matn tanlash masalasi ham mualliflardan, tadqiqotchilardan katta mas'uliyat talab qiladi. Ona tili darslariga istalgan matnni tahlil material sifatida keltirish samarali bo'lavermaydi. O'qish savodxonligini rivojlantirish uchun ham maxsus matnlar tanlanadi. O'zbek adabiyotidagi ayrim hikoya, esse va boshqa kichik hajmli asarlarni, katta hajmli asarlarning zarur qismlarini tanlab olishda o'quvchining fikrlash ko'nikmasini oshiradigan, didaktik ahamiyatga ega, mulohazaga chorlovchi matnlarni tanlash zarur. Masalan, Abdulla Qodiriyning “Uloqda” hikoyasi, bizningcha, shunday xususiyatga ega va uni o'qish savodxonligini rivojlantirishda foydalanish mumkin. Matn mazmunini tushunish uchun quyidagilarga amal qilishni tavsiya qilamiz:

1. *Hikoyadagi notanish so'zlarni aniqlash;*
2. *Uloq so'zi va uloq marosimi haqida ma'lumot to'plash;*
3. *Matndan hikoya mazmunini ochuvchi so'z va jumalarni ajratish;*
4. *O'qib tushunilganlarni ixcham shaklda yozma bayon qilish.*
5. *Uloq so'zining shakldosh va ma'nodoshlarini keltirish va izohlash.*

O'qituvchi, avvalo, ijodi o'rganilayotgan adibning yoki bo'lmasa, shoirning yashagan davri va o'sha paytdagi millat, jamiyat hayoti bilan bog'liq bo'lgan jiddiy muammolarni ko'z oldiga keltirishi lozim.

Asar mazmuniga kirish, matnni to'g'ri tahlil qilishda ona tili darslari uchun quyidagi savollardan foydalanish maqsadga muvofiqdir:

2.1.1-jadval

T/r	Aniqlashtiruvchi savollar
1.	Mantnda uchragan tushunarsiz so'zlar qaysilar?
2.	Qaysi so'zlarni birinchi marta uchratyapsiz?
3.	Qaysi so'zlarni avval eshitgan, o'qigansiz, ammo ma'nosini bilmaysiz?

Hikoya mazmuniga teranroq tushunishga doir quyidagi savollarni berish tavsiya etiladi:

2.1.2-jadval

T/r	O‘qib tushunishga yo‘naltiruvchi savollar	Izoh
1.	Nega asar shunday nomlangan?	Asar mazmunini tushunishga yordam beradi.
2.	Uloq deganda nimani tushunasiz?	Mulohaza qilishga undaydi.
3.	Uloq so‘zining ma’nosini ayting.	Ma’lumotlarni qidirishni o‘rganadi.
4.	Uloq xalq orasida yana qanday nomlanadi? Ma’nodoshi qanday?	Munosabat bildirishni o‘rganadi.
5.	Uloqning bugungi kunimizdagi ahamiyati qanday?	Tanqidiy fikrlashga yo‘naladi.
6.	Siz otlarga qiziqasizmi? Otning qanday turlarini bilasiz?	Asar mazmuniga olib kiradi.
7.	Kim chavandoz bo‘lmoqchi? Bu so‘zning ma’nosini izohli lug‘atdan aniqlang.	Dars hayotga bog‘lanadi.
8.	Chavandozlik kasbmi yoki hobbimi?	Farqlashni o‘rganadi.
9.	Siz tengi bolalarning asosiy qiladigan ishi nima?	Fikrlashni boshlaydi.
10.	Esonboy tirik qolishi mumkin edimi?	Matndan olgan taassurotlarini umum-lashtiradi.
11.	Qodiriy o‘z hikoyasi orqali nima demoqchi?	O‘qib, tahlil qilib, tushunganlarini bayon qiladi.

O‘quvchini “Uloqda” asari matnini anglashga, o‘qib tushunishga to‘g‘ri yo‘naltirish uchun faqat matndagi ma’lumotlar yetarli emas, uni matndan tashqari ma’lumotlar bilan ham tanishtirish, ularni o‘zaro bog‘lashga ham o‘rgatish lozim. Matnni tahlil qilishda undagi muhim nuqtalarga e’tibor berish lozim. Jumladan, “O‘tkan kunlar” romanining mazmun-mohiyati, yozuvchining maqsadini anglash uchun, albatta, boblardagi eng muhim jumla, fikr yoki yondashuvlarni ajratib olish va tahlil qilib ko‘rish lozim.

Ona tili darslarida matn bilan ishlash uchun savol va topshiriqlar tizimini puxta ishlab chiqish kerak bo‘ladi. Amaliyotda, asosan, oddiy savollar beriladi. Masalan, Otabek o‘tirgan hujraning jihozlanishi, nimalardan iboratligi, atrofdagi boshqa detallar, umuman, narsa-buyumlarning sifati va xususiyatiga e’tibor qaratilib, topshiriq ularni sanab berish yoki tavsiflashga yo‘nalgan bo‘ladi.

Aslida, mazkur roman orqali muallif o‘quvchiga nima demoqchi, degan katta savolni qo‘yish kerak va barcha vositalarni shunga xizmat qildirishi lozim. Bu borada **savol va topshiriqlar** quyidagicha bo‘ladi:

1. Keltirilgan matnni sinchiklab o‘qib chiqing. Tushunarsiz so‘zlarni aniqlab oling.

2. Rahmatning **“vaqtsiz kelib sizni tinchsizladik”** – degan gapida qaysi so‘zlar bugungi yozuv shakliga mos kelmaydi. Vaqtsiz so‘zi to‘g‘ri qo‘llanganmi? Nima deysiz?

3. **“Tinchsizlamadingizlar,** bil’aks, quvontirdingizlar, – dedi, –

shahringizga birinchi marotaba kelishim bo'lg'ani uchun **tanishsizlik**, yolg'izlik meni juda zeriktirgan edi". Ajratib ko'rsatilgan so'zlarning bugungi ma'nodoshlarini keltiring va izohlang.

4. "Qul" va "xizmatkor" so'zlarining ma'nosini tushuntirib bering. Hasanali oilada qanday maqomda edi? Izohlang.

O'qish savodxonligini oshiruvchi o'quv topshiriqlarini sirasida asar mazmunini tushunishga olib boruvchi quyidagi savol va topshiriqlarni tavsiya qilish mumkin:

1. Romandan olingan parchani ifodali o'qing.

2. Qaysi fikr sizga ma'qul bo'lgan bo'lsa, o'zingizga belgilab oling.

3. Otabekning shu yoshga qadar uylanmaganiga qanday munosabat bildirasiz va asardagi qahramonning javobiga nima deysiz?

4. Hasanali haqida mehmonlarga Otabek nega unga eshittirmasdan ma'lumot berdi?

5. Matnda uylanish va xotin haqida uch xil fikr aytilgan, ularni topib, solishtiring. 6. Siz qaysi fikrga qo'shilasiz, nega?

7. Uylanish, ayolga munosabat haqida qaysi manbalarda ma'lumot o'qigansiz?

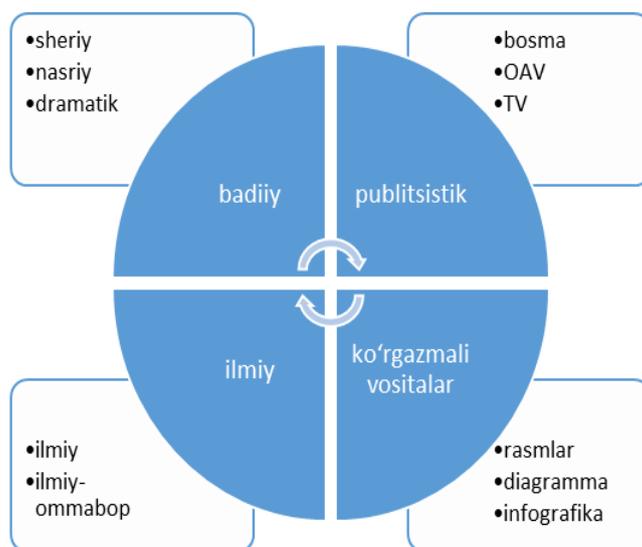
8. Homidni oqlab bo'ladimi?

9. Matnda ma'no ko'chishining qanday turlari mavjud?

10. Metonimiya va metafora hodisasiga misollar keltiring.

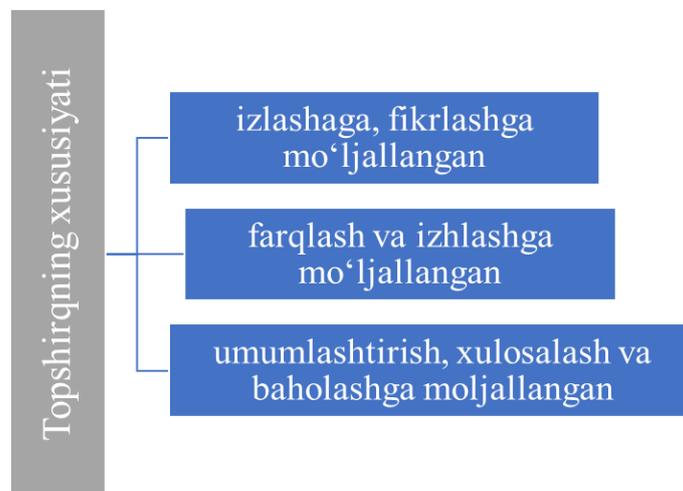
11. Asardagi kinoyaviy jummalarni aniqlab, unga fikringizni bildiring.

Matn tanlash borasida faqat badiiy matnlarga tayanib qolish to'g'ri bo'lmaydi, biroq o'qish savodxonligi bo'yicha asosiy ko'nikmalar adabiyot va ona tili mashg'ulotlarida shakllantirilishini e'tiborga olsak, ko'proq badiiy matnlar ustida ishlash zarurati borligi ma'lum bo'ladi, chunki publitsistik, rasmiy, hatto ilmiy matnlarda ham o'quvchiga tushunarli, tagma'nosi bo'lmagan ma'lumotlar taqdim etiladi. Har qanday topshiriqning samarali bo'lishi tahlil uchun tanlangan matnga bog'liq bo'ladi. Matnlarning quyidagi turlaridan foydalanish tavsiya etiladi:



2.1.5-rasm. O'qish savodxonligini rivojlantirish uchun tanlanadigan matnlarning mavzulari

Tanlangan matnlar bilan samarali ishlash uchun topshiriqlar tizimli va maqsadli tuzilgan bo‘lishi lozim. Bu jarayonda ishtirok etadigan topshiriqlar quyidagi xususiyatlarga ega bo‘ladi:



2.2.1-rasm. O‘qish savodxonligini rivojlantiruvchi topshiriqning xususiyatlari

Berilgan matn va unga ishlab chiqilgan savol va topshiriqlar, avvalo, so‘z, jumla mazmunini, o‘zbek tilining keng lisoniy imkoniyatlarini anglashga yordam beradi, eng muhimi, dialog orqali muloqot madaniyatini o‘rganib olish mumkin, qolaversa, ikki xotinlilik oqibatlarini yoki ayollarga munosabat qanday bo‘lishi lozimligi haqida muayyan tasavvurlarga ega bo‘ladi. Mazkur bobda o‘qish savodxonligini oshiruvchi 10 dan ortiq metodik tavsiya ham ishlab chiqildi:

1-METODIK TAVSIYA

1-topshiriq. Berilgan matnni o‘qib, tushunganingizni gapirib bering. Bunday vaziyatda siz qanday yo‘l tutishingiz haqida qisqa va tushunarli qilib yozma bayon qiling. Berilgan savollarga ikki xil javob yozing.

Matn

Bir odam **hovuz** oldida dam olayotganida, chayon suvga tushib ketganini va suvdan chiqishga harakat qilayotganini ko‘rib qolibdi. Ammo u qancha harakat qilmasin, suvdan chiqib ololmaydi va cho‘ka boshlabdi. Odam chayonni qutqarmoqchi bo‘libdi, qo‘lini cho‘zib, uni suvdan olibdi, ammo suvdan olay deganida chayon uni chaqib olibdi. Og‘riqqa chiday olmasdan, odam qo‘llarini ochib yuboribdi-da va chayon yana suvga tushib cho‘ka boshlabdi. Odam ikkinchi bor chayonni qutqarishga harakat qilibdi. Ikkinchi bora ham chayon uni qutqarayotgan qo‘lni chaqib olibdi. Buni tomosha qilayotgan yo‘lovchi, insonning oldiga kelib: –Kechirasiz, siz nihoyatda **qaysar** ekansiz! Har safar siz uni suvdan olib chiqmoqchi bo‘lganingizda, u sizni chaqishini tushunmayapsizmi? – debdi. Bunga esa inson sokinlik bilan javob beribdi: – Chayonning tabiatida – chaqmoq, xoh u hujum qilsin, xoh u himoyalansin. Ammo bu insonning **tabiatini**, ya’ni – sevish va yordam berish tabiatini o‘zgartirmaydi. Shu so‘zlarni aytib u yerga tushgan bargni olibdi va barg yordamida suvdan chayonni olib, qo‘yib yuboribdi.

Inson bo‘lish nima degani? Qanday sifatlar yaxshi va yomon insonlarni farqlaydi?

Savollarga javob bering!

1. Matn nima haqida?
2. Qaysi harflarning talaffuzi siz uchun nisbatan qiyinroq?
3. Matnda eng muhim jumla qaysi?
4. Matn mazmuniga xos qanday maqol bilasiz?

Har bir inson yoshligidanoq ezgulik va yovuzlik nima ekanligini biladi. **Aksariyat** filmlarda, badiiy adabiyotda, **animatsiyalarda** doimo yaxshi, ezgulikka to‘la ijobiy qahramonlar bor. Ularga esa salbiy, yovuz **personajlar** qarshi turadi va ular o‘rtasida doimo ezgulik va yovuzlik kurashi ketadi. Va, albatta, ezgulik yovuzlikdan ustun kelganida hamma xursand bo‘ladi.

Bu esa insonda avvaldan ezgulikka intilish borligining tasdig‘idir. Chunki ezgulik insonning o‘shishiga, rivojlanishiga, yuksalishiga olib keladi. Ezgulik insonning qalbi va yuragida **xursandchilik** va eng oliy hissiyotlar bo‘lgan do‘stlik, minnatdorchilik, sadoqat, hurmatni uyg‘otadi va rivojlantiradi. O‘z navbatida, bu hissiyotlarni ezgu inson atrofidagi dunyosiga, atrofidagi insonlariga beradi.

1-mashq. Matnni ajratilgan so‘zlarning talaffuziga e‘tibor qilib o‘qing.

2-mashq. Aytilganidek yozilmaydigan unli tovushlari mavjud so‘zlarni aniqlab, daftaringizga yozing.

3-mashq. Yozilganidek aytilmaydigan unli harflari mavjud so‘zlarni aniqlab, daftaringizga ko‘chiring.

4-mashq. Talaffuzi va imlosi bir xil so‘zlarni aniqlab, daftaringizga ko‘chiring.

Mazkur metodik tavsiyada o‘quvchilar bir paytning o‘zida o‘qish, yozish, tinglab tushunish va gapirish ko‘nikmalarini rivojlantirish imkoniyatiga ega bo‘ladi. Shuningdek, tanlangan matn ham o‘quvchilarning dunyoqarashini, tafakkurini o‘stiradi. Tarbiyaviy ahamiyatga ega bo‘lgani uchun o‘quvchi xotirasida saqlanib qoladi, so‘z boyligining oshishiga olib keladi.

Ona tili mashg‘ulotlari o‘quvchilarni badiiy asar o‘qishga tayyorlashi kerak. Adabiyot mashg‘ulotlari esa badiiy asar orqali o‘quvchilarni fikrlashga, matn mazmunini anglashga, xulosa chiqarishga, munosabat bildirishga o‘rgatishi lozim.

“O‘qish savodxonligini rivojlantiruvchi topshiriqlarning amaliyotda qo‘llanilishi” deb nomlangan uchinchi bobda o‘tkazilgan tajriba-sinov ishlarining mazmuni bayon qilingan. Bir necha sinf uchun mo‘ljallab tayyorlangan tajriba-sinov materiallari, tajriba-sinov darslarini tashkil etish masalalari va nazorat ishlarini o‘tkazish parametrlari bayon etilgan.

Tajriba jarayonida umumta‘lim maktablarining 8-, 9-sinf o‘quvchilarida ona tili fanini o‘qitish orqali ularda o‘qish savodxonligini rivojlantirish, shuning barobarida, ularni mustaqil, ijodiy fikrlashga o‘rgatish, jozibali og‘zaki va yozma nutqning asosi bo‘lgan so‘z boyligini oshirish yuzasidan kasbiy-pedagogik tayyorgarlik darajalari aniqlandi. O‘quvchilarni anketa yordamida o‘qish savodxonligi ko‘nikmalarini tizimli rivojlantiruvchi maxsus mashq va topshiriqlarga bo‘lgan qiziqishlari, shuningdek, bilim darajalari aniqlandi. Yana quyidagilar ham ma‘lum bo‘ldi:

– 8-, 9-sinf o‘quvchilarining mavjud o‘qish savodxonligi ko‘nikmalari savol va topshiriqlar asosida aniqlandi;

– o‘qituvchilarning ona tili darslari, xususan, matn ustida ishlashda darslik va boshqa ko‘rgazmali vositalardan foydalanishdagi yutuq va kamchiliklari aniqlandi;

– qiziqarli, noan’anaviy, ijodiy izlanishga asoslangan o‘qish savodxonligi ko‘nikmalarini tizimli rivojlantirishga doir mashq va topshiriqlarga nisbatan o‘quvchilarning munosabatini aniqlash hamda fikrlarini umumlashtirish maqsadida anketa savol-javoblari o‘tkazildi;

– ta’kidlovchi tajriba-sinovda aniqlangan kamchiliklarni bartaraf etish usul, shakl va vositalari aniqlanib, 8-, 9-sinfda qiziqarli, noan’anaviy ijodiy izlanishga asoslangan o‘qish savodxonligi ko‘nikmalarini tizimli rivojlantiruvchi mashq va topshiriqlar asosida o‘quvchilarda fikrlash ko‘nikmasini shakllantirish metodikasi ishlab chiqildi.

Ijodiy izlanishga asoslangan o‘qish savodxonligi ko‘nikmalarini tizimli rivojlantiruvchi topshiriqlar, mashqlar orqali, avvalo, umumta’lim maktablarining 8- va 9-sinf o‘quvchilarida ona tili fanini o‘qitish orqali ularda o‘qish savodxonligini rivojlantirish, shuning barobarida, ularni mustaqil, ijodiy fikrlashga o‘rgatish, jozibali og‘zaki va yozma nutqning asosi bo‘lgan so‘z boyligini oshirishga, to‘g‘ri yoza olishiga, nasriy va she’riy matnlarni ifodali o‘qiy olishiga, o‘rtaga qo‘yilgan muammo haqida shaxsiy fikrini og‘zaki va yozma shakllarda mazmunli ifodalay olishiga e’tibor qaratildi. Zero, sanab o‘tilganlarga nisbatan o‘quvchida ko‘nikma shakllantirish bugungi kundagi eng dolzarb va muhim pedagogik muammolardan biri hisoblanadi. Shuning uchun 8-, 9-sinf o‘quvchilarida ona tili darslari orqali ijodiy fikr mahsulini nutq vaziyatiga mos ravishda to‘g‘ri qo‘llash malakalarini shakllantirish talab etiladi.

Umumta’lim maktablari ona tili darsliklarida o‘qish savodxonligi ko‘nikmalarini tizimli rivojlantirishga oid o‘quv materiallarining tarkibi va ona tili o‘qitishning bugungi holatini aniqlash maqsadida dastlab tajriba-sinov maydonchalari aniqlab olindi. Tajriba-sinov ishlari Samarqand viloyati Pstdarg‘om tumanidagi 54-maktabda, Samarqand shahridagi 14-maktabda, Toshkent shahri Yunusobod tumanidagi 240-maktab, Shayxontohur tumanidagi 132-maktablarda; Buxoro viloyatining Olot tumanidagi 8- va 34-maktablarida o‘tkazildi.

Tajriba-sinovda jami 350 nafar o‘quvchi ishtirok etdi. Shundan 175 tasi sinov guruhiga, 175 nafari nazorat guruhiga olindi. Tajribaning dastlabki kunlarida nazorat sinflaridan ham, tajriba sinflaridan ham yozma ishlar olindi. Bizga ikkala guruhning ham darslarni o‘zlashtirish darajasi deyarli bir xil ekanligi ma’lum bo‘ldi. “Iqlim o‘zgarishlarining sababi”, “Ichimlik suvi”, “Hayot uchun kurash”, “Sog‘lom turmush tarzi” kabi mavzularda matnlar o‘qib tushunish ko‘nikmasini tekshirish uchun berildi.

Ushbu holatning sababini aniqlash maqsadida Toshkent shahridagi 240- va 132-maktab o‘qituvchilari orasida anketa-so‘rov o‘tkazilganda quyidagilar aniqlandi:

1. *Maktabda o‘quvchiga o‘qish savodxonligini oshirish bo‘yicha alohida mashg‘ulotlar olib boriladimi? Javoblar (aynan keltiriladi.):*

2. *O‘qish savodxonligi deganda nimani tushunasiz?*

3. Sinfingizda nechta o'quvchi berilgan matn mazmunini bir o'qishda anglay oladi?

4. O'quvchilarga tahlil uchun qanday matnlar berasiz?

5. Yuqori sinf o'quvchilarida ilmiy va rasmiy matnlar tahlili bo'yicha ham topshiriqlar beriladimi?

6. Publitsistik matnni tahlil qilishda qanday vositalardan foydalanasiz?

7. O'quvchilarga badiiy matnlarni tahlil qildirishda qiyoslash usulini qo'llash foydalimi?

8. Matnni o'qib tushunishda qaysi mezonlarni hisobga olasiz?

9. O'quvchi bilan matn tahlil qilish jarayonida uni yana qanday manbalarga yo'naltirasiz?

10. O'qish savodxonligi va o'qib tushunish tushunchalarining farqi haqida fikringizni bayon qiling.

Endi 3.2.1-jadvaldan tajriba yakunidagi ko'rsatkichlarni tajriba va nazorat guruhlaridagi natijalar asosida quyidagi jadvalda aks ettiramiz:

8-9 sinf o'quvchilarida ona tili fanini o'qitish orqali o'qish savodxonligini rivojlantirish bo'yicha amaliy ko'nikma va malakalarning shakllanganlik darajasining tajriba yakunidagi samaradorlik ko'rsatkichlari.

3.2.9-jadval

	O'quvchilar soni	O'zlashtirish darajalari		
		To'g'ri va to'liq bajarilgan	Qisman va xato bilan bajarilgan	Xato bajarilgan
Tajriba guruhi	175	29	80	66
Nazorat guruhi	175	33	75	67

Yuqoridagi natijalarga asoslanib, tajriba-sinov ishlarining sifat ko'rsatkichlarini hisoblaymiz.

Bizga ma'lum $\bar{X}=2,32$; $\bar{Y}=1,82$; $\Delta_x = 0,11$; $\Delta_y = 0,11$ ga teng.

Bundan sifat ko'rsatkichlari:

$$K_{yco} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,32 - 0,11}{1,82 + 0,11} = \frac{2,21}{1,93} = 1,15 > 1;$$

$$K_{ooc} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,32 - 0,11) - (1,82 - 0,11) = 2,21 - 1,71 = 0,5 > 0;$$

Olingan natijalardan o'qitish samaradorligini baholash mezoni birdan kattaligi va bilish darajasini baholash mezoni noldan kattaligini ko'rish mumkin. Bundan ma'lumki, tajriba guruhidagi o'zlashtirish nazorat guruhidagi o'zlashtirishdan yuqori ekan, ya'ni matematik-statistik tahlillar natijasiga ko'ra samaradorlik tajriba oxirida 1, 15 foizga oshgan. Demak, 8-, 9-sinf o'quvchilarida ona tili fanini o'qitish orqali o'qish savodxonligini rivojlantirish bo'yicha ko'nikma va malakalarni shakllantirishning o'zlashtirish darajasini aniqlash yuzasidan o'tkazilgan tajriba-sinov ishlari samarador ekan.

XULOSA

1. Globallashuv sharoitida til o'qitish metodikasining asosiy e'tibori o'qib tushunish ko'nikma va malakalarni shakllantirish bilan birga, o'qish savodxonligini rivojlantirishga qaratilgan. O'quvchini uning hozirgi va keyingi hayotida zarur bo'ladigan muloqot vaziyatlariga tayyorlash nazarda tutiladi. Jumladan, ona tili ta'limida ham bugungi davr talabi – o'quvchida tinglab tushunish, o'qib tushunish, gapirish va yozish ko'nikmalarini hosil qilishdir. Agar o'quvchida o'qish savodxonligi ko'nikmasini rivojlantirishga erishilmasa, ona tili darslari samarasiz o'quv mashg'uloti bo'lib qolaveradi.

2. O'quvchilarda o'qib tushunish ko'nikmalarni, xususan, o'qish savodxonligini rivojlantirishga tizimli yondashish, xususan, matn ustida ishlash orqali o'quvchida tinglab tushunish, o'qib tushunish, gapirish va yozish ko'nikmalarini bir mashg'ulotning o'zida hosil qilish metodikasi ona tili ta'limini takomillashtirishga sezilarli ta'sir ko'rsatadi.

3. Ona tili ta'limida o'qish savodxonligini rivojlantirish mexanizmi mavjud bo'lmagani sababli joriy ta'lim mazmuni o'quvchida o'qish savodxonligi kompetensiyasini rivojlantirish imkonini bermaydi. Bugungi ona tili o'qitish metodikasida ikki yondashuv yonma-yon turibdi. Biri jahon tajribasiga to'la mos holatda tilning grammatik strukturasi tayanmasdan faqat o'qish savodxonligi ko'nikmalarini, xususan, xorijiy tillarga xos to'rtta ko'nikmani rivojlantirish bo'lsa, ikkinchisi – an'anaviy grammatika asosida ona tili o'qitish. O'quvchi ona tilidan egallagan ko'nikmalari asosida xorijiy tillarni o'zlashtiradi, bizningcha, har ikkala holatda ham o'quvchi matn mazmunini teran anglashi kerak, buning uchun o'qish savodxonligi rivojlangan bo'lishi lozim.

4. Joriy ona tili ta'limi jarayonlarini kuzatib, shunday xulosaga kelindiki, grammatika o'qitishga asoslangan ona tili ta'limi ham o'zini oqlamadi, ya'ni ortiqcha nazariy ma'lumotlarni yod olish va uni qayta aytib berish mashg'uloti oqibatida o'quvchilar matn mohiyatiga, mazmuniga kira olmadi, topshiriqlar pragmatik xarakterda emasligi, o'quvchi o'qish savodxonligi ko'nikmalarini rivojlantirishga xizmat qilmadi, bu esa ertangi hayotida deyarli foydalanmasligi ma'lum bo'ldi.

5. Ta'lim mazmuni, xususan, davlat ta'lim standartlari, dastur va darsliklar tahlil qilinganda o'qish savodxonligini rivojlantiruvchi o'quv materiallari yetarli emasligi ma'lum bo'ldi. Ta'lim maqsadi belgilab olingan davrda shunga mos ravishda ta'lim mazmuni va usuli ham to'g'ri tanlangan edi, ya'ni ta'lim usuli induktiv bo'lib, pragmatik yondashuvda o'qitish boshlangan edi. Shunda o'quvchilarda o'qish savodxonligi ko'nikmalarini rivojlantirishga erishish mumkin edi. Biroq mazkur yondashuv tez fursatda amaliyotdan olinib, grammatika o'qitishga asoslangan, uzviylashtirilgan ta'lim dasturi ishga tushdi. Bugungi kunda yana o'qish savodxonligi ko'nikmalarini tizimli rivojlantirishga, pragmatik yondashuvga katta ehtiyoj sezilmoqda.

6. Ona tili ta'limiga doir o'quv materiallarini tizimli takomillashtirish bo'yicha tavsiyalar, yangicha yondashuvlar taqdim qilindi. O'qish savodxonligini rivojlantirish uchun maktablarda matn ustida ishlash, matn mohiyatini ochuvchi savol va topshiriqlar tuzish lozim. O'quvchilarda tinglab tushunish, o'qib

tushunish ko'nikmalari bora-bora o'qish savodxonligining rivojlanishiga olib keladi.

7. O'qish savodxonligini tizimli rivojlantirishda, aforizmlar, ibratli matnlar bilan bir qatorda ilmiy, publitsistik matnlardan foydalanish yaxshi samara beradi. Matnga yo'naltiruvchi o'quv topshiriqlari bir paytning o'zida tinglab tushunish, o'qib tushunish ko'nikmalarini rivojlantira olishi maqsadga muvofiqdir.

8. Bir paytning o'zida matn asosida tinglab tushunish, o'qib tushunish ko'nikmalarini shakllantirishga yo'naltirilgan maxsus topshiriqlar tizimi ishlab chiqilib, dars jarayonida qo'llab ko'rilsa, o'qish savodxonligini rivojlantirishga erishish mumkin. Ona tili ta'limida o'qish savodxonligini rivojlantiruvchi turli mavzu va uslublarda yaratilgan, tarbiyaviy xarakterdagi, o'quvchilarda ishtiyoq uyg'otuvchi matnlar to'plami va ular bilan ishlashga mo'ljallangan kreativ fikrlashga yo'naltiruvchi o'quv topshiriqlari tizimini joriy qilish lozim.

9. Tilning tashuvchilari bo'lgan 8-, 9-sinf o'quvchilarida ona tili fanini o'qitish orqali o'qish savodxonligini rivojlantirishda ularning yosh xususiyatlarini hisobga olib, o'qish savodxonligi ko'nikmalarini didaktik, interfaol yondashuvlar asosida tashkil etish yaxshi samara beradi. Birinchidan, o'quvchi mavzu doirasida zarur o'qish savodxonligi ko'nikmalariga ega bo'lsa, ikkinchidan, mashg'ulot davomida hamkorlikda ishlash, tezkorlik, hozirjavoblik va mantiqiy fikrlash ko'nikmalarini ham egallab boradi.

10. Tajriba-sinov o'qitish samaradorligining baholash mezonini birdan kattaligi va bilish darajasining baholash mezonini noldan kattaligini ko'rsatdi. Demak, tajriba guruhidagi o'zlashtirish nazorat guruhidagi o'zlashtirishdan yuqori ekan. 8-, 9-sinf o'quvchilarida ona tili fanini o'qitish orqali o'qish savodxonligini rivojlantirish matn ustida ishlash orqali tinglab tushunish, o'qib tushunish kabi ko'nikma va malakalarning shakllanganlik darajasini aniqlash yuzasidan o'tkazilgan tajriba-sinov ishlari samarador ekanligi isbotlandi.

Dissertatsiya natijalari asosida quyidagi **tavsiyalar** ishlab chiqildi:

– tadqiqot davomida olingan natijalar, chiqarilgan xulosalar asosida respublikadagi ona tili o'qituvchilarining o'qish savodxonligi bo'yicha malakasini oshirish, o'quvchilarda o'qib tushunish ko'nikma va malakalarini rivojlantirish, matn ustida ishlash orqali tinglab tushunish, o'qib tushunish, nutq so'zlash va yozish ko'nikmalarini rivojlantirish bo'yicha ilmiy-nazariy, amaliy-metodik yangiliklar bilan tanishtirish;

– dissertatsiyada qayd qilingan ona tili ta'limidagi o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlari bilan bog'liq murakkab jihatlarni o'qitish bo'yicha mulohazalarni mazmunan kengaytirib, mohiyatan chuqurlashtirib, mutaxassislar, ona tili va adabiyot o'qituvchilari uchun metodik qo'llanmalar yaratish;

– universitetlarning filologiya, pedagogika, o'zbek tili va adabiyotini o'qitish yo'nalishlarida (magistratura) mutaxassislik yoki tanlov fani sifatida tavsiya etilgan "O'qish savodxonligini rivojlantiruvchi va baholovchi o'quv topshiriqlarni tuzish metodikasi" kursini oliy o'quv yurtlarining asosiy fanlari sirasiga kiritish;

– umumiy o'rta ta'lim bosqichida o'qish savodxonligini rivojlantiruvchi o'quv topshiriqlarni tuzish va foydalanishda uzviylik muammolariga bag'ishlangan ilmiy-amaliy anjumanlar o'tkazish maqsadga muvofiqdir.

**ONE-TIME SCIENTIFIC COUNCIL ESTABLISHED ON THE BASIS OF
SCIENTIFIC COUNCIL NUMBER PhD.03/04.06.2020.Fil.113.02 OF
SCIENTIFIC DEGREE GRANTING AT JIZZAKH STATE
PEDAGOGICAL UNIVERSITY**

**TASHKENT STATE UNIVERSITY OF UZBEK
LANGUAGE AND LITERATURE**

MURADOVA SHAKHLO IBRAGIMOVNA

**METHODS OF WORKING ON EDUCATIONAL TASKS THAT DEVELOP
STUDENTS' READING LITERACY**

13.00.02 – Theory and methods of education and upbringing (Uzbek language)

**DISSERTATION ABSTRACT
OF THE DOCTOR OF PHILOSOPHY (PhD) ON PEDAGOGY SCIENCES**

The topic of the Doctor of Philosophy (PhD) dissertation is registered in the Higher Attestation Commission under the number B2023.1.PhD / ped4516.

The dissertation was completed at the Tashkent State University of Uzbek Language and Literature.

The abstract of the dissertation has been posted on the website of Scientific Council (jdpu.uz) and on “ZiyoNet” information and education portal (www.ziynet.uz) in three languages (Uzbek, English and Russian (resume)).

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The defense of the Dissertation will take place on “_____” _____2025, at “_____” at the meeting of one time Scientific Council on the basis of PhD.03/04.06.2020.Phil.113.02 awarding scientific degrees at Jizzakh State Pedagogical University (Address: 130100, Jizzakh, str.Sh.Rashidov, 4. Tel: (872)226-13-57; fax; (872)226-46-56; e-mail: jspu info@umail.uz, The main building of Jizzakh State Pedagogical University, 2nd Floor, Meeting Hall).

The Dissertation can be reviewed at the Information Resource Centre of Jizzakh State Pedagogical University (Address: 130100, Jizzakh, str. Sh.Rashidov, 4. Tel: (872)226-13-57); Fax: (872) 226-46-56).

The abstract of the Dissertation was distributed on “_____” _____ 2024.
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INTRODUCTION (Doctor of Philosophy (PhD) dissertation annotation)

Relevance and necessity of the dissertation topic. In the global education system, there is a significant focus on personal development, with the content of education organized based on its real-life application levels. International organizations acknowledge that the quality of education for young people relies on the skills and qualifications they obtain. International assessments of education quality are widely utilized globally, including the PISA study, which evaluates students' skills in mathematics, science, reading, and creative thinking. International assessment studies, such as PISA and PIRLS, evaluate students' living standards and their 21st-century skills across various domains. Additionally, it is crucial to focus on enhancing students' reading literacy and their ability to read and comprehend texts.

Reforms in education worldwide are analyzed by international assessment organizations. One notable program is PISA, organized by the Organization for Economic Cooperation and Development (OECD). PISA provides valuable analytical and comparative data on general secondary education systems and the educational policies of various countries, offering important information for decision-making. In the education systems of developed countries, significant attention is given to developing skills and competencies such as understanding, identifying differences, comparison, and analysis across various subjects. Based on the PISA study, notable achievements of the educational systems in the world's top countries – namely the USA, South Korea, Malaysia, Singapore, and Finland – were highlighted. Among these, Finland's education system has excelled in reading literacy. At the international level, enhancing reading literacy skills through the teaching of native language and literary studies is critically important. This involves creating educational tasks that improve students' reading competencies and their understanding of texts written in various styles.

In the following years, studies were conducted in Uzbekistan as part of the PISA international assessment program in 2022. The results announced in 2023 indicated that the lowest level of reading literacy was observed.

“To instill the native language in the hearts of the younger generation from a young age, we must prioritize the effective teaching of the Uzbek language through modern and innovative technologies at all stages of education. This will enable our children to read, write, and think deeply in the Uzbek language.”²² This highlights the necessity of enhancing the scientific and methodological foundations of teaching the native language, particularly focusing on the development of educational tasks that foster reading comprehension skills and reading literacy.

²² Мирзиёев Ш.М. <https://xs.uz/uz/post/prezident-shavkat-mirziyoevning-ozbek-tiliga-davlat-tili-maqomiberilganining-ottiz-jilligiga-bagishlangan-tantanali-marosimdagi-nutqi>

² Аллаёров И.А. Дидактические основы активного обучения: автореф. дисс. ... док. пед. наук. – Ташкент, 1994. – 44 с.; Розыков О. Основы оптимального применения системы учебных задач в обучении. – М.: Учитель, 1981. – 103 с.; Ибрагимов Р. Бошланғич синф ўқувчилари билиш фаолиятини шакллантиришнинг дидактик асослари: пед. фан. докт. ... дисс. – Тошкент: Қори Ниёзий номли ЎзПФТИ, 2002. – 265 б.; Адизов Б.Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари: пед. фан. докт. ... дисс. – Тошкент, 2003. – 280 б.; Маҳмудов М.Х. Таълимни дидактик лойиҳалашнинг назарий асослари: пед. фан. докт. ... дисс. автореф. – Тошкент, 2004. – 42 б.

Decree of the President of the Republic of Uzbekistan No. PD-5847 dated October 8, 2019 “On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030”, No. PD-5850 dated October 21, 2019 “On measures to radically increase the prestige and status of the Uzbek language as the state language”, No. PD-6084 dated October 20, 2020 “On further development of the Uzbek language in our country and language “On measures to improve the policy of the Uzbek language and literature”, Decrees No. PD-158 dated September 12, 2023 “On the Strategy of Uzbekistan – 2030”, Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan dated July 5, 2021 No. 419 “On the Department for the Development of Spirituality and the State Language,” Resolution No. 139 dated March 11, 2020 “On the effectiveness of fundamental and applied research on the Uzbek language and literature “On further improvement measures” will to a certain extent contribute to the fulfillment of the tasks set out in the 2020-2030 implementation program for the creation of modern teaching methodologies.

The accordance of research with the priorities of the development of science and technology of the Republic. The dissertation was completed in accordance with the priority direction of the republican scientific, technical and innovative development I. “Socio-legal, economic, cultural, spiritual, and educational development of the information society and a democratic state, development of an innovative economy.”

The extent of study of the problem. In our country, several scientific and methodological studies have been conducted over the years on the teaching methodology for the native language. The contributions of A. Fitrat, O. Usmon, B. Avizov, Y. Abdullaev, and M. Omilkhanova played a significant role in the development of the first textbooks for teaching the native language. However, the initial versions of these textbooks lacked educational tasks.

Sh. Yusupova²³ and N. Yuldasheva²⁴ explored the teaching of the native language using new pedagogical technologies. A. Gulomov²⁵, M. Saidov, and N. Alovuddinova²⁶ researched methodologies for developing independent work and creative thinking skills through native language instruction. T. Yusupova conducted scientific research on the methodology of teaching various language levels in the mother tongue as part of continuous education, focusing specifically on the main parts of speech²⁷. Meanwhile, Kh. Mukhitdinova worked on developing linguodidactical foundations to ensure continuity across different educational stages.²⁸ These research studies also cover various types of learning

³ Юсупова Ш. Она тили таълими самарадорлигини ошириш ва илғор педагогик технологияларни жорий этиш: пед. фан. номз. ... дисс. ТДПИ. – Тошкент, 1998. – 137 б.

⁴ Юлдашева Н. Умумий ўрта таълим мактабларида луғавий синонимларни янги педагогик технологиялар асосида ўқитиш методикаси: пед. фан. номз. ... дисс. – Тошкент, 2002. – 123 б.

⁵ Гулямов А. Методика развития учебно-познавательной активности учащихся в процессе преподавания родного (узбекского) языка: дисс. ... док. пед. наук. – Ташкент: ТГПИ, 1991. – 37 с.

⁷ Алавуद्динова Н. Она тили дарсларида ижодий фикрлаш кўникмасини шакллантириш методикаси: пед. фан. номз. ... дисс. автореф. ТДПУ. – Тошкент, 2008. – 24 б.

⁸ Юсупова Т. Узлуксиз таълим тизими асосида мактабда ўқувчиларга бош бўлақларни ўргатиш: пед. фан. номз. ... дисс. автореф. ТДПИ. – Тошкент, 1998. – 22 б.

⁹ Муҳиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш: пед. фан. номз. ... дисс. ТДПИ – Тошкент, 2011. – 270 б.

tasks, recommendations for reading and understanding the material, exercises, and tasks, as well as issues related to their use in developing speech.

It is important to highlight the contributions of N. Makhmudov, A. Sobirov, and I. Mirzaev in enhancing educational tasks within textbooks by utilizing a national approach. B. Mengliev emphasizes the importance of minimizing excessive grammar instruction in teaching the native language, developing students' reading skills, and incorporating the national language and its cultural values into students' thought processes through the use of dictionaries and texts. Additionally, he focuses on familiarizing students with various speech situations and pays particular attention to both the theoretical and practical aspects of training, with the goal of nurturing creative thinkers.²⁹ The learning tasks in his textbooks were modified to achieve this educational goal.

In recent years, notable research has been conducted by educators in the fields of pedagogy and philology, including Professors R. Safarova³⁰, Sh. Yusupova³¹, Kh. Muhiddinova³², B. Mengliev, Sh. Yuldasheva, and K. Husanboeva.³³ Their work focuses on implementing communicative and competency-based approaches to language teaching.

Additionally, researchers A. Bobomurodova, T. Ziyadova, T. Ganiev, M. Saidov, A. Hamroev,³⁴ and K. Mavlonova³⁵ have explored various strategies for enhancing students' vocabulary in their native language. They have also examined ways to boost students' cognitive activity through exercises aimed at developing thinking skills during the language learning process. The research by H. Suyunov on teaching methods for handling questions and tasks in literature education is particularly significant for both literary and native language instruction. Furthermore, the development of students' learning activities and ways to increase engagement through learning tasks have been investigated by I. Allayorov, O. Razikov, R. Ibragimov, B. Adizov, M. Mahmudov, and I. Davronov.³⁶

We would like to highlight the research conducted by Sh. Abdiraimov on assessing the knowledge, skills, and qualifications of students, which is a key factor in influencing the quality of education. This research is closely related to our

¹⁰<http://uza.uz/oz/education/-uvchini-mayib-ilayetgan-k-rinmas-va-samarasiz-milliardlar-14-11-2019>.

³⁰Қаранг: Сафарова Р. Миллий тикланиш шароитида Ўзбекистон мактабларида она тили таълими назарияси ва амалиёти: пед. фан. док. ... дисс. – Тошкент, 1995. – 242 б.

³¹ Юсупова Ш.Ж. Ҳозирги ўзбек адабий тили дарсларида ўқувчилар тафаккурини ўстиришнинг илмий-методик асослари: пед. фан. док. ... дисс. – Тошкент: ТДПИ, 2005. – 270 б.

³² Муҳиддинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш: пед. фан. номз. ... дисс. ТДПИ. – Тошкент, 2011. – 270 б.

³³ Хусанбоева Қ. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-методик асослари: пед. фан. док. ... дисс. – Тошкент, 2006. – 262 б.

³⁴ Ҳамроев А.Р. Она тили таълимида ўқувчиларнинг ижодий фаолиятини лойиҳалаштириш: пед. фан. док. (Dsc) ... дисс. – Тошкент, 2020. – 242 б.

³⁵ Мавлонова К. Она тили фанини адабиёт фани билан бадиий матн орқали интеграциялаб ўқитиш методикасини такомиллаштириш: пед. фан. фал. докт. (PhD) ... дисс. автореф. – Тошкент, 2019. – 22 б.

³⁶ Аллаёров И.А. Дидактические основы активного обучения: автореф. дисс. ... док. пед. наук. – Ташкент, 1994. – 44 с.; Розыков О. Основы оптимального применения системы учебных задач в обучении. – М.: Учитель, 1981. – 103 с.; Ибрагимов Р. Бошланғич синф ўқувчилари билиш фаолиятини шакллантиришнинг дидактик асослари: пед. фан. докт. ... дисс. – Тошкент: Қори Ниёзий номли ЎзПФТИ, 2002. – 265 б.; Адизов Б.Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари: пед. фан. докт. ... дисс. – Тошкент, 2003. – 280 б.; Махмудов М.Х. Таълимни дидактик лойиҳалашнинг назарий асослари: пед. фан. док. ... дисс. автореф. – Тошкент, 2004. – 42 б.

work, as it focuses on educational assessments, particularly regarding reading comprehension skills.³⁷

The methods for describing and classifying educational tasks that enhance reading literacy, developed by CIS methodologists A. Leontiev, J. Ponomarev, and L. Rubenstein,³⁸ as well as the Australian scholar Jack Richards³⁹ in the context of teaching the native language, are used internationally.

In particular, the research conducted by Doctor of Pedagogical Sciences G. Hamroyev on educational tasks in native language instruction has identified specific tasks that should be undertaken when utilizing these educational activities.⁴⁰

In teaching the native language, there is a lack of methodological support for educational tasks aimed at developing students' reading literacy. It is essential to create a system of questions and tasks that enhance students' reading comprehension skills while they engage with a text. Additionally, the methodology for implementing these tasks should be improved.

The connection of the research with the research work of the research institution where the dissertation was completed. This study was conducted based on the scientific research plan of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, focusing on the topic “Issues in Teaching Language and Literature.”

The purpose of the research. The goal of native language classes is to improve the methodology of working on educational tasks that develop reading literacy in students.

The tasks of the research:

to determine that students' reading literacy has significantly improved through the use of pragmatic learning tasks that enhance the content of the text, clarify the author's intent, and stimulate critical thinking.

to support the idea that if students develop reading literacy through creative questions and tasks, they will also enhance their logical thinking, understanding, observation, and practical skills.

to utilize texts related to various speaking situations, along with questions and tasks that promote critical thinking. Students should be able to connect both text and extra information to the topic, and possess the ability to identify meanings in a text through keywords. This indicates the development of their reading literacy, illustrated with specific examples.

³⁷ Абдираимов Ш. Она тили таълимида ўқиб тушуниш малакасини баҳолашнинг илмий-методик асослари. Пед.фан.фалс. док... дисс. –Тошкент. 2022. –Б.14.

³⁸ Рубинштейн С.Л. Проблемы общей психологии. – Москва: Педагогика, 1976. – 416 с.; Леонтьев А.Н. Проблемы развития психики. – Москва: Педагогика, 1972. – 576 с.; Пономарев Я.А. Психология творчества и педагогика. – М., 1976. –280 С. Росков О. Р. Теоретические основы оптимального применения системы учебных задач в обучении школьников (на материале гуманитарных наук). Copyright © 2016 Все изображения и видео на этом сайте будут показаны. пед. наук. – Тбилиси, 1986. – 50 с.; Розиков О. И так далее. Дидактика. – Ташкент: Наука, 1997. – 256 с.; Краткий педагогический словарь. Переходы: навигация по сайту, поиск Леонтьев А.Н. Проблемы развития психики. – Москва: Педагогика, 1972. – 576 с.

³⁹ <https://www.professorjackrichards.com/mother-tongue-teaching-vs-foreign-language-teaching/>

⁴⁰ Ҳамроев Ғ. Она тили таълимида ўқув топшириқларини ишлаб чиқишнинг лингводидактик асосларини такомиллаштириш: педагогика фанлари д-ри...дисс. автореф. –Тошкент. 2022. 56 б.

to improve the system of questions and tasks designed to develop reading literacy as a means of building reading competence while teaching in the native language through targeted learning activities.

The object of the study is the process of developing skills and abilities in working on educational tasks that develop reading literacy through working with text in native language lessons for students in grades 8 and 9 of comprehensive schools.

The subject of the research is the development of educational tasks that develop reading literacy and the improvement of methods, systems and technologies for their use.

The methods of research. A variety of methods were employed in the research process, including pedagogical observation, comparative analysis, contrast, classification, conversation, statistical analysis, interviews, questionnaires, and pedagogical experimentation.

The scientific novelty of the research is as follows:

It has been found that when using creative learning tasks that reveal the content of the text, help to understand the author's purpose and encourage thinking, students' reading literacy and text comprehension skills have significantly increased;

It is based on the premise that if students' reading literacy is developed based on creative questions and tasks, they will develop logical thinking, understanding, observation, and practical application skills and abilities:

questions and tasks that guide thinking when using texts about various speech situations help students to connect text and extratextual information to the topic, to have the skills to determine the meaning of the text using keywords, as well as tasks that develop reading literacy are substantiated based on specific examples;

the analytical materials reveal that the system of artistic, scientific, and journalistic texts, questions, and tasks that develop reading literacy is a means of forming reading literacy competence in native language education.

The practical results of the study are as follows:

a system for developing students' reading literacy has been developed through pragmatic learning tasks that reveal the content of the text, help understand the author's purpose, and encourage thinking;

a set of educational tasks based on creative questions and tasks has been popularized, which develops reading literacy in students and forms their logical thinking, comprehension, observation, and application skills;

a set of special texts has been created to develop reading literacy, using texts about various speech situations, using questions and tasks that guide thinking. Students must be able to relate text and extratextual information to the topic, and have the skills to determine the meaning of the text based on keywords.

a system of questions and tasks that develop reading literacy has been implemented as a means of forming speech competence in native language teaching.

The reliability of research results. The research methods used and the

scientific and theoretical information are related to official sources, the effectiveness of the analysis and experimental work performed is explained by the fact that they are based on mathematical statistical methods, the conclusions, proposals and recommendations are implemented in practice, and the results obtained are confirmed by authorized structures.

Scientific and practical significance of research results:

The scientific significance of the research results is that the research work has an important theoretical significance in improving pedagogy and teaching methods of the Uzbek language, in determining the place of educational tasks that develop reading literacy in students. The theoretical views reflected in the dissertation can serve as a basis for new research in the field of the subject.

The practical significance of the research results is that the ideas, theoretical perspectives, and practical recommendations put forward in the work can serve as a source for creating native language and literature textbooks, teaching aids, and preparing lecture texts. It can serve as a material that increases the effectiveness of lessons in practical exercises in the subjects “Methodology of Teaching the Native Language”, “Native Language”, “Use of Educational Tasks in Language Teaching” in the Uzbek language and literature departments of higher educational institutions, and can also be an important methodological recommendation in the formation of reading literacy competence among students of general secondary schools.

Implementation of research results. Based on research to improve the methodology for working on educational tasks that develop students’ reading literacy in the general secondary education system:

there have been used in the implementation of the practical project AM-FZ-201908172 on the topic “Creating an educational corpus of the Uzbek language”, carried out in 2020-2023 from the suggestions and recommendations developed by the author on the significant increase in students' reading literacy when using creative learning tasks that reveal the content of the text, help to understand the author's purpose, and encourage thinking. (Reference No. 01/4-2586 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi dated December 4, 2023). As a result, the theoretical part of the project was enriched with new scientific thoughts and ideas;

the conclusions on the popularization of a set of educational tasks based on creative content questions and tasks that develop reading literacy in students and form logical thinking, comprehension, observation and application skills in them were used in the implementation of the practical project PZ-202004165 “Creation of an electronic platform for developing oral and written speech competencies in primary school students.” (Reference No. 01/4-2689 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi dated December 15, 2023). As a result, the practical part of the project was enriched with new sources;

questions and tasks that guide thinking when using texts about various speech situations, students should be able to connect text and extratextual information to

the topic, and have the skills to determine the meaning of the text based on keywords, develop reading literacy, and provide evidence through concrete examples. Recommendations and conclusions on the implementation of the AM-FZ-201908172 “Uzbek language” program, intended for 2021-2023, implemented in 2020-2023 used in the implementation of a practical project on the topic “Creating an educational corpus” (Reference No. 01/4-2586 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi dated December 4, 2023). As a result, the creation of the educational corpus of the Uzbek language was enriched with new sources using research materials;

the proposals and recommendations developed on the implementation of a system of questions and tasks that develop reading literacy as a means of forming speech competence in mother tongue education were used in the implementation of the practical project PZ-202004165 “Creation of an electronic platform for developing oral and written speech competences in primary school students of general secondary education” (Reference No. 01/4-2689 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi dated December 15, 2023). As a result, the platform created on the basis of the project was enriched with new educational and methodological support.

Approval of research results. The results of the research were discussed at 2 international and 3 republican scientific and practical conferences.

Publication of research results. The main content of the dissertation is reflected in 10 published scientific articles, including a total of 5 articles in scientific publications recommended by the Higher Attestation Commission for publication of the main scientific results of theses, of which 4 were published in republican and 1 in foreign scientific journals.

The structure and scope of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of used literature and consists of 121 pages.

MAIN CONTENT OF THE DISSERTATION

The introduction outlines the importance and necessity of the dissertation topic. It defines the goals and objectives of the research, as well as the object and subject of study. Additionally, it highlights how the research aligns with the priority development areas of science and technology in the Republic of Uzbekistan. The introduction also describes the scientific novelty and practical outcomes of the work. The reliability of the results is established, and their theoretical and practical significance is explained. Furthermore, it provides information on how the research results have been implemented in practice, includes details about the validation of the work, lists published papers, and outlines the structure of the dissertation.

The first chapter of the dissertation, titled “**Educational and Social Needs for the Development of Reading Literacy in Native Language Classes,**” addresses the necessity of focusing on reading literacy development as a significant

pedagogical issue. It outlines the educational objectives aimed at enhancing reading literacy and evaluates the current state of its development. Reading literacy is a fundamental skill that students must acquire to succeed in their school subjects and serves as a practical goal of education. Reading plays a crucial role in students' learning, allowing them to expand their understanding of the world around them.

Reading enhances students' intelligence by developing their memory, willpower, and imagination. When students engage with a text, they process sounds and letters, words and grammar. This practice helps them memorize spelling and understand the meanings of words and phrases, thereby improving their overall language comprehension. If a teacher instructs students to read effectively, encouraging them to understand the material with fluency, they will concurrently strengthen their speaking and writing skills.

There are two ways to read: aloud and silently. Typically, people begin by learning to read orally. When someone says they can read, it means they can focus on the meaning rather than the specific letters or words. A proficient reader often does not pay close attention to individual letters or even words; instead, they grasp the meaning of two, three, or four words at a time.

In our view, creating specialized educational materials that enhance reading skills should be based on a blend of historical and modern practices. Therefore, a thorough examination of the effective use of both global and local experiences will help us identify solutions to current challenges.

To improve reading literacy, it is essential to first establish clear criteria for it. A clear demonstration of a student's literacy is an essential aspect of functional literacy, which involves skills associated with utilizing information to solve necessary educational and practical problems. This includes formulating one's own hypotheses discussed in the text, making assumptions, and expressing personal viewpoints.

The following requirements outline educational tasks designed to develop reading literacy and serve as the basis for its assessment:

1. Finding and Processing Information:

- 1.1. To determine the location of the necessary information (text fragment, hyperlink, website link, etc.);

- 1.2. Refine the search query;

- 1.3. Find and analyze important information;

- 1.4. Find multiple information locations and identify the desired content;

- 1.5. Find multiple information locations and link them to different text fragments;

- 1.6. Find multiple information locations and link them to different other texts;

- 1.7. Determine the presence/absence of information;

2. Combine and interpret information.

One of the primary goals of mother tongue education in schools is to enhance students' skills and abilities to read, comprehend, and analyze texts of various forms and contents. In this context:

1. Create a system of tasks designed to facilitate the understanding of texts in different forms and contents.

2. Develop a set of questions that aids in comprehending texts across various formats and themes.

3. Place special emphasis on designing a series of questions and tasks that effectively assess students' understanding of texts of diverse forms and contents.

The development of students' reading literacy is achieved through educational tasks. The native language teacher plays a crucial role in shaping and enhancing the students' worldview during each lesson. The native language embodies a rich treasure of national spirituality, cultural values, and ideological spirit, making the teacher's responsibility a noble one. It is essential for the teacher to first cultivate the skill of comprehension in their students. This foundational ability enables students to independently absorb additional information. In today's globalized world, access to knowledge is not a challenge; rather, it is impossible for teachers to impart all necessary information to their students. In this context, reading literacy becomes vital, allowing students to effectively seek out the information they need, engage with various sources, and think critically.

When a student develops logical thinking skills, he can work with the necessary resources. He can think for himself where the solution lies. In this sense, the most important aspects of teaching a native language – correct writing, logical and methodical thinking, and self-examination are achieved through reading literacy.

An analytical study of how reading literacy is approached in the 8th and 9th-grade programs and textbooks of secondary schools provides the basis for drawing certain conclusions in this regard.

Some textbooks emphasize the importance of folk proverbs; however, many students struggle to develop adequate reading literacy skills. This gap often leads to difficulty in distinguishing proverbs from related genres, such as parables. Historically, both proverbs and parables have served as vital educational tools for guiding the younger generation of the Uzbek people toward becoming the ideal individuals their ancestors admired. These literary forms can be effectively incorporated into teaching all aspects of linguistics. Additionally, it is essential to read and comprehend national works that reflect cultural values. In this regard, the text "The Rebirth of Struggle," included in the 7th-grade "Mother Language" textbook, is a valuable resource.

The "Modern Professions" section of the textbook provides crucial information that will be beneficial for students in their lives. However, the learning tasks associated with this section are somewhat disconnected from the goals of native language learning and have become more complex. The following questions are included:

1. In which areas is the demand for specialists increasing in developing countries?

2. Who works in the field of engineering, and what are their tasks?

3. Why are IT specialists considered the driving force of the economy?

4. What do you know about the role of information technology in the development of a state?

5. What requirements does modern medicine place on specialists in the field? List the characteristics that define modern doctors.

While these questions aim to prepare students for life, it may be beneficial to adjust them to better suit the students' age and to emphasize linguistic aspects. By completing these assignments, students should not only master language rules but also enhance their speaking skills. Ultimately, the primary goal of these assignments is to foster critical thinking and communication skills among students.

The second chapter, titled “**Methodology for Working on Educational Tasks that Enhance Reading Literacy in Native Language Lessons**” addresses the selection of texts and the creation of educational tasks aimed at developing reading literacy. It provides methodological recommendations for working with these texts and tasks, as well as outlines the educational content within a system of tasks designed to improve reading literacy through text analysis.

Selecting appropriate texts is a crucial responsibility for authors and researchers. Not every text can serve as effective analytical material in native language lessons. Special care must be taken to choose texts that specifically foster reading literacy. When selecting stories, essays, and other shorter works from Uzbek literature, along with relevant excerpts from longer works, it is important to consider texts that promote critical thinking, offer didactic value, and encourage reflection. For instance, Abdulla Kadiri's story “Uloqda” (In Capricorn) possesses such qualities and can be effectively utilized to enhance reading literacy. To facilitate understanding of the text, we recommend the following approaches:

1. *Identify unfamiliar words in the story;*
2. *Collect information about the word “uloq” (capricorn) and this ritual;*
3. *Separate words and sentences that reveal the content of the story from the text;*
4. *Briefly summarize what you have read and understood.*
5. *Name and explain synonyms and meanings of the word Capricorn.*

The teacher, first of all, should remember the serious problems associated with the life of the writer, and if not, the poet, and the life of the nation and society at that time.

In order to penetrate the content of the work and correctly analyze the text, it is appropriate to use the following questions in native language classes:

Table 2.1.1

I/N	Clarifying questions
1.	What are the incomprehensible words in the poem?
2.	Which words are you learning for the first time?
3.	What words have you heard or read before, but don't know their meaning?

It is recommended to ask the following questions to gain a deeper understanding of the content of the story:

Table 2.1.2

I/N	Reading comprehension questions	Explanation
1.	Why is the book so titled?	It helps to understand the content of the book
2.	What is Capricorn? What do you mean it?	This makes the students think.
3.	Tell me the meaning of the word “Capricorn”.	It gives students an opportunity to verify data.
4.	What is another popular name for a Capricorn? What is its synonym?	It helps students how to communicate.
5.	What is the importance of the word today?	It focuses on critical thinking of student.
6.	Are you interested in horses? What types of horses do you know?	This leads to the content of the book.
7.	Who wants to be a horseman? Find out the meaning of this word in an explanatory dictionary.	The lesson is relevant to life.
8.	Is horse riding a profession or a hobby?	They learn to differentiate.
9.	What is the main job of children your age?	They start thinking.
10.	Could Esonboy have survived?	It gives an opportunity to summarize their impressions of the text.
11.	What does Kadiri want to say with his story?	They read, analyze, and explain what they understand.

To help readers understand and engage with the work “Uloqda,” it’s not enough to rely solely on the text itself; it is also essential to provide background information and teach readers how to make connections beyond the text. When analyzing the text, it is important to focus on key points. In particular, to grasp the essence of the novel “O’tgan kunlar” (Bygone Days) and the author’s intention, one should identify and analyze the most significant sentences, ideas, or approaches within the chapters.

In native language lessons, it is essential to carefully develop a system of questions and tasks for working with text. In practice, primarily simple questions are asked. For example, attention is given to the equipment in the room where Otabek is sitting, including what it consists of and the details of the surroundings. The tasks typically focus on listing or describing the quality and characteristics of these objects.

In fact, the author should ask the reader a big question through this novel, what does he want to say to them, and use all the tools to do so. **The questions and assignments** in this regard are as follows:

1. Read the quoted text carefully. Identify the words you don’t understand.
2. Which words in Rahmat’s statement, “**We came untimely and made you restless,**” do not correspond to today’s writing style. Is the word “untimely” used correctly? What do you think?
3. “**You did not make you restless,** on the contrary, you made me happy,” he

said. “The first time I came to your city, I was very bored with **unfamiliarity** and loneliness.” Give and explain the modern synonyms of the highlighted words.

4. Explain the meaning of words “slave” and “servant”. What was Hasanali’s status in the family? Explain.

Among the educational tasks that increase reading literacy, the following questions and tasks can be recommended that lead to understanding the content of the work:

1. Read the passage from the novel expressively.
2. Decide which idea you liked best.
3. How do you react to Otabek not getting married at this age, and what do you think of the hero's response in the work?
4. Why did Otabek tell the guests about Hasanali without letting him hear?
5. The text contains three different opinions about marriage and a wife, find and compare them. Which opinion do you agree with and why?
6. In what sources have you read information about marriage and attitudes towards women?
7. Can Hamid be justified?
8. What types of meaning transfer are there in the text?
9. Give examples of metonymy and metaphor.
10. Identify the ironic sentences in the work and express your opinion on them.

It would not be right to rely only on literary texts when choosing a text, but if we take into account that the basic skills of reading literacy are formed in literature and native language classes, it becomes clear that there is a need to work more on literary texts, because journalistic, official, and even scientific texts provide the reader with understandable, non-contextual information. The effectiveness of any assignment depends on the text selected for analysis. It is recommended to use the following types of texts:

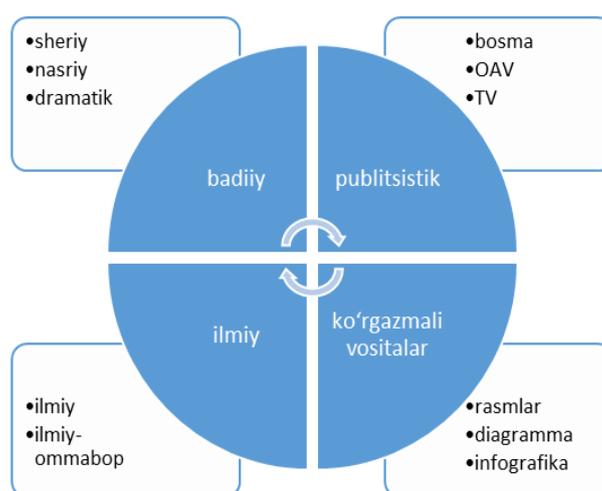


Figure 2.1.5. Topics of selected texts for the development of reading literacy.

Tasks should be structured systematically and purposefully to work effectively with selected texts. The tasks involved in this process will have the following characteristics:

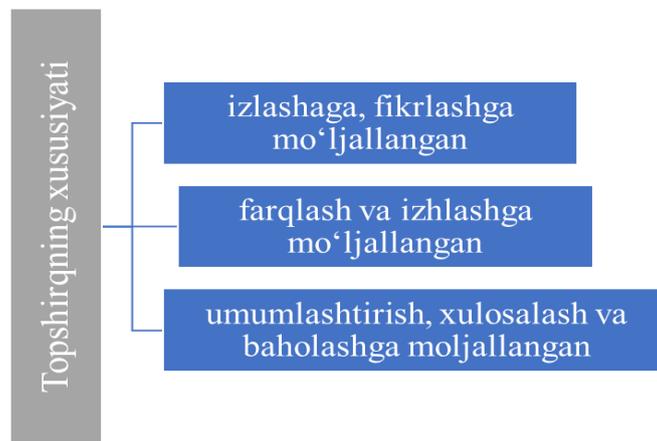


Figure 2.2.1. Features of the task that develops reading literacy

The given text and the questions and tasks developed for it, first of all, help to understand the meaning of words and sentences, the wide linguistic possibilities of the Uzbek language, and most importantly, through dialogue, one can learn the culture of communication, and also gain certain ideas about the consequences of bigamy, or how women should be treated. More than 10 methodological recommendations have also been developed in this chapter to improve reading literacy:

METHODOLOGICAL RECOMMENDATION 1

Task 1. Read the given text and explain what you understood. Write a short and clear written statement about how you would act in this situation. Write two different answers to the given questions.

Text

A man was relaxing by a **pool** when he saw a scorpion fall into the water and struggle to get out. No matter how hard the scorpion tried, it couldn't escape and began to drown. The man decided to save the scorpion, so he reached out and pulled it from the water. However, when he did, the scorpion stung him. In pain, the man opened his hand, and the scorpion fell back into the water, continuing to drown. Undeterred, the man attempted to save the scorpion a second time. Once again, the scorpion stung his hand as he tried to help it. A passerby, observing the situation, approached the man and said, "Excuse me, you're being **stubborn man!** Don't you realize that every time you try to save it, it stings you?" The man calmly replied, "It's the nature of a scorpion to sting, whether it feels threatened or is trying to defend itself. But that doesn't change the **nature** of a person, which is to love and help others." After saying this, he picked up a fallen leaf and used it to lift the scorpion out of the water, releasing it safely on the ground.

Answer the questions!

1. What is the text about?
2. Which letters are more difficult for you to pronounce?
3. What is the most important sentence in the text?
4. What proverb do you know that is specific to the content of the text?

Everyone knows what goodness and evil are from a young age. **In most films**, fiction, and animations, there are always good, positive heroes full of

goodness. And they are opposed by negative, evil characters, and there is always a struggle between goodness and evil. And, of course, everyone is happy when goodness prevails over evil.

This is confirmation that a person has a desire for goodness from the beginning. Because goodness leads to the growth, development, and elevation of a person. Goodness awakens and develops joy and the highest feelings of friendship, gratitude, loyalty, and respect in the soul and heart of a person. In turn, a good person gives these feelings to the world around him, to the people around him.

Exercise 1. Read the text, paying attention to the pronunciation of the highlighted words.

Exercise 2. Identify and write in your notebook the words that have vowel sounds that are not pronounced as they are written.

Exercise 3. Identify and copy in your notebook the words that have vowel letters that are not pronounced as they are written.

Exercise 4. Identify words with the same pronunciation and spelling and copy them into your notebook.

In this methodological recommendation, students will have the opportunity to develop reading, writing, listening comprehension and speaking skills at the same time. Also, the selected text develops the students' worldview and thinking. Since it has educational value, it is retained in the student's memory and leads to an increase in vocabulary.

Native language classes should prepare students to read a work of fiction. Literature classes should teach students to think, understand the content of the text, draw conclusions, and respond through a work of fiction.

The third chapter, titled **“Practical Application of Tasks that Develop Reading Literacy,”** outlines the content of the experimental work. It describes the materials prepared for various grades, the organization of experimental lessons, and the parameters for conducting assessments.

During the experiment, the levels of professional and pedagogical preparation of 8th and 9th grade students in general education schools were assessed regarding the development of their reading literacy. This was accomplished through native language instruction, fostering independent and creative thinking, and expanding their vocabulary, which is essential for effective oral and written communication. Students' interest in specific exercises and tasks designed to systematically enhance reading literacy skills, along with their level of knowledge, was evaluated using a questionnaire. The results also revealed the following:

- The existing reading literacy skills of 8th and 9th grade students were determined based on questions and tasks;
- The teachers' achievements and shortcomings in using textbooks and other visual aids in native language lessons, in particular, when working on the text, were identified;
- A questionnaire was conducted to determine the students' attitude towards exercises and tasks for the systematic development of reading literacy skills based on interesting, non-traditional, creative research and to summarize their opinions;
- Methods, forms and means of eliminating the shortcomings identified in the

emphatic experiment were determined, and a methodology for forming thinking skills in students in 8th and 9th grade was developed based on exercises and tasks for the systematic development of reading literacy skills based on interesting, non-traditional creative research.

The goal is to develop reading literacy among students in grades 8 and 9 of comprehensive schools through a systematic approach focused on enhancing reading skills. This will primarily be achieved by teaching the students their native language, promoting independent and creative thinking, and expanding their vocabulary. A rich vocabulary serves as the foundation for engaging oral and written communication.

Emphasis will be placed on developing students' abilities to write correctly and create prose, as well as their capacity to read poetic texts expressively. Additionally, students should be able to articulate and express their personal opinions on various issues, both orally and in writing. The development of these skills is essential, as it represents a significant pedagogical challenge today. To cultivate these abilities, students must learn how to apply their creative thoughts appropriately within various speech contexts, particularly during native language lessons. To determine the content needed for educational materials that support the systematic development of reading literacy skills, we first identified several test sites within comprehensive schools.

Experimental testing was conducted in several schools: School 54 in the Pstdargom district of Samarkand region, School 14 in Samarkand city, School 240 in the Yunusabad district of Tashkent city, School 132 in the Shaykhontohur district, and schools 8 and 34 in the Olot district of Bukhara region. A total of 350 students participated in the experiment. Of these, 175 were assigned to the experimental group and 175 to the control group. In the first days of the experiment, written work was collected from both the control and experimental classes. It turned out that the level of mastery of the lessons in both groups was almost the same. Texts on topics such as "Causes of climate change", "Drinking water", "Fight for life", "Healthy lifestyle" were given to test reading comprehension skills.

In order to determine the cause of this situation, a survey was conducted among teachers of schools No. 240 and No. 132 in Tashkent, and the following was revealed:

1. Are there special classes for students to improve their reading literacy at school?

Answers (to be given exactly):

2. What do you understand by reading literacy?

3. How many students in your class can understand the content of a given text in one reading?

4. What texts do you give students for analysis?

5. Are senior students also given assignments on the analysis of scientific and official texts?

6. What tools do you use to analyze journalistic texts?

7. Is it useful for students to use the comparative method when analyzing

literary texts?

8. *What criteria do you take into account when reading and understanding a text?*

9. *What other sources do you refer the student to during the process of analyzing the text?*

10. *Express your opinion on the difference between the concepts of reading literacy and reading comprehension.*

Now, we will reflect the indicators at the end of the experiment from Table 3.2.1 in the following table based on the results in the experimental and control groups:

Effectiveness indicators at the end of the experiment of the level of formation of practical skills and competencies in developing reading literacy through teaching the native language among students in grades 8-9:

Table 3.2.9

	Number of students	Mastery levels		
		Correctly and completely completed	Partially and incorrectly executed	An error occurred
Experiment group	175	29	80	66
Control group	175	33	75	67

Based on the above results, we calculate the quality indicators of the experimental work.

It is equal to: $\bar{X} = 2,32$; $\bar{Y} = 1,82$; $\Delta_x = 0,11$; $\Delta_y = 0,11$

Here are some results:

$$K_{y\bar{c}\bar{o}} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{2,32 - 0,11}{1,82 + 0,11} = \frac{2,21}{1,93} = 1,15 > 1;$$

$$K_{\bar{o}\bar{o}\bar{o}} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,32 - 0,11) - (1,82 - 0,11) = 2,21 - 1,71 = 0,5 > 0;$$

The results indicate that the criterion for assessing the effectiveness of training is greater than one, while the criterion for evaluating the level of knowledge is greater than zero. This suggests that the mastery of skills in the experimental group was higher than in the control group. Specifically, the mathematical and statistical analysis showed an increase in efficiency of 1.15 percent by the end of the experiment. Therefore, the experimental work aimed at determining skill and competency mastery in developing reading literacy through teaching the mother tongue to 8th and 9th grade students proved to be effective.

CONCLUSION

1. In the context of globalization, the primary focus of language teaching methodology is on developing reading literacy, which includes enhancing reading comprehension skills and competencies. The goal is to prepare students for communication situations that are essential for their current and future lives.

Specifically, there is a growing emphasis in mother tongue education on developing skills in listening comprehension, reading comprehension, speaking, and writing. If students do not achieve proficiency in reading literacy skills, lessons in their mother tongue will remain ineffective as educational activities.

2. A systematic approach to developing reading comprehension skills, particularly reading literacy, in students is important. This methodology emphasizes the integration of listening comprehension, reading comprehension, speaking, and writing skills within a single lesson that focuses on text. Such a comprehensive approach significantly enhances the quality of native language education.

3. Currently, there is no effective mechanism for developing reading literacy within native language instruction, which limits students' ability to improve their reading skills. In modern methodologies for teaching native languages, two approaches coexist. The first focuses solely on developing reading literacy skills, specifically the four skills associated with learning foreign languages, without considering the grammatical structure of the language, as seen in global practices. The second approach adheres to traditional grammar instruction. In both cases, students learn foreign languages based on the skills acquired from their native language. However, we believe that for students to truly succeed, they must have a deep understanding of the text's content. To achieve this, it is essential to develop their reading literacy.

4. An analysis of the current practices in mother tongue education has revealed several shortcomings. It appears that the emphasis on grammar teaching in mother tongue education is not justified. Students are often burdened with excessive memorization and rote retelling of theoretical concepts, which hinders their ability to engage with the core essence and content of the texts. Additionally, the tasks assigned are generally impractical and do not effectively contribute to the development of students' reading literacy skills, rendering them of limited value for their future lives.

5. Upon analyzing the content of education – specifically state educational standards, programs, and textbooks – it became evident that there is a lack of teaching materials aimed at developing reading literacy. During the initial phase of defining educational goals, the content and teaching methods were chosen accordingly, utilizing an inductive approach that began with a focus on practical applications. This allowed for the development of students' reading skills. However, this approach was soon implemented in practice, leading to the launch of a comprehensive educational program centered on grammar instruction. Today, there is a significant need for a systematic development of reading literacy skills and a continued emphasis on a pragmatic teaching approach.

6. Recommendations and new strategies have been proposed for the systematic enhancement of educational materials in mother tongue education. To develop reading literacy, it is essential to focus on the text in schools and create questions and tasks that uncover its core meaning. Improving students' listening and reading comprehension skills gradually contributes to the development of reading literacy.

7. In the systematic development of reading literacy, the use of scientific and journalistic texts, as well as aphorisms and instructional texts, is effective. It is beneficial for text-based learning tasks to simultaneously enhance listening and reading comprehension skills.

8. To enhance reading literacy, it is essential to develop and maintain a system of specialized tasks during lessons that focus on improving listening skills and comprehension. When teaching in the native language, it's important to incorporate a variety of educational texts covering different topics and styles. These texts should not only promote reading literacy but also be engaging and educational for students. Additionally, a set of educational tasks should be introduced to encourage creative thinking and stimulate meaningful interaction with the texts.

9. To develop reading literacy in students in grades 8-9 who are native speakers, it is effective to organize reading literacy skills using didactic and interactive approaches that consider their age-related characteristics. First, students learn the essential skills for effective reading within the subject matter. Second, during the training process, they also develop skills in cooperation, speed, efficiency, and logical thinking.

10. The experiment demonstrated that the criterion for evaluating the effectiveness of training is greater than one, while the criterion for assessing the level of knowledge is greater than zero. This indicates that mastery in the experimental group is higher than in the control group. The study highlighted the development of reading literacy among students in grades 8-9 through instruction in their native language, as well as through activities such as text analysis, listening comprehension, and reading comprehension.

Based on the results of the dissertation, the following **recommendations** have been developed:

- To improve the qualifications of teachers of the native language in the republic and enhance students' reading and listening comprehension skills, it is crucial to focus on developing competencies in working with texts and familiarizing them with scientific, theoretical, and practical-methodological advancements related to oral and written communication skills.

- A methodological manual for specialists and teachers of the native language and literature should be created. This manual will expand and deepen guidance on teaching complex aspects related to educational tasks that foster reading literacy in native education, as highlighted in the dissertation. It will also include relevant applications.

- The course titled "Methodology for Creating Educational Tasks that Develop and Assess Reading Literacy" is recommended as a specialty or an optional subject within the fields of philology, pedagogy, and Uzbek language and literature (master's degree) at key universities included in the subject list.

- It is advisable to organize scientific and practical conferences addressing the issues of coherence in the creation and implementation of educational tasks that promote reading literacy during the general secondary education stage.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ СОЗДАН НА БАЗЕ УЧЕНОГО
СОВЕТА № PhD.03/04.06.2020.Fil.113.02 ПРИ ДЖИЗАКСКОМ
ГОСУДАРСТВЕННОМ ПЕДАГОГИЧЕСКОМ УНИВЕРСИТЕТЕ**

**ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ**

МУРАДОВА ШАХЛО ИБРАГИМОВНА

**МЕТОДИКА РАБОТЫ НАД УЧЕБНЫМИ ЗАДАНИЯМИ ПО
РАЗВИТИЮ ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ ШКОЛЬНИКОВ**

13.00.02 – Теория и методика обучения и воспитания (узбекский язык)

**АВТОРЕФЕРАТ ДИССЕРТАЦИИ
ДОКТОРА ФИЛОСОФИИ (PhD) ПО ПЕДАГОГИЧЕСКИМ НАУКАМ**

Тема докторской диссертации (PhD) зарегистрирована в Высшей аттестационной комиссии под номером В2023.1.PhD/ped4516.

Диссертация была выполнена в Ташкентском государственном университете узбекского языка и литературы.

Автореферат диссертации на трёх языках (узбекский, английский, русский (резюме) веб-страница Ученого совета (www.jdpu.uz) и на информационном образовательном портале “ZiyoNet” (www.ziyo.net) размещены.

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Защита диссертации состоится на заседании разового Ученого совета за номером PhD.03/04.06.2020.Fil.113.02 при Джизакском государственном педагогическом университете в в _____ часов “_____” _____ 2025 года. (Адрес: 130100, г.Джизак, проспект Ш.Рашидова, 4. Тел.: (872) 226-13-57, 226-21-73, факс: (872) 226-46-56; e-mail: [jspi_info @umail.uz](mailto:jspi_info@umail.uz) Джизакский Государственный Педагогический Университет. Главный учебный корпус, 2 этаж, лекционный зал).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Джизакского государственного педагогического университета (зарегистрирован под номером _____). Адрес: 130100, г. Джизак, пр. Ш. Рашидова, 4, тел.: (872) 226-13-57; 226-21-73 факс: (872) 226-46-56.

Автореферат диссертации распространен “_____” _____ 2024 года.
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ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования является совершенствование методики работы над учебными заданиями по развитию читательскую грамотность школьников на уроках родного языка.

Объектом исследования является процесс формирования умений и навыков работы над учебными заданиями по развитию грамотности чтения посредством работы с текстом на уроках родного языка у учащихся 8-х и 9-х классов общеобразовательных школ.

Научная новизна исследования заключается в следующем:

установлено, что при использовании творческих учебных заданий, раскрывающих содержание текста и способствующих пониманию замысла автора, развивающих мышление, существенно повышается читательская грамотность школьников и умение читать и понимать текст;

если развивать читательскую грамотность школьников на основе творческих вопросов и заданий, то у них будут расширяться логическое мышление, понимание, наблюдательность, практические навыки и умения.

при использовании текстов, относящихся к разным речевым ситуациям, вопросы и задания, побуждающие к размышлению, помогают учащимся связывать текстовую и нетекстовую информацию с темой, используя ключевые слова для нахождения текстовых значений. Приобретение навыков идентификации, а также задания, развивающие грамотность чтения, демонстрируются на конкретных примерах;

определена система художественных, научных и публицистических текстов, вопросов и заданий, развивающих читательскую грамотность, которая является средством развития читательской компетентности при обучении на родном языке на основе аналитических материалов.

Внедрение результатов исследования. На основе исследований по совершенствованию методики работы над учебными заданиями, по развитию читательской грамотности школьников в системе общего среднего образования:

из разработанных в 2020-2023 годах предложений и рекомендаций по существенному повышению читательской грамотности школьников с использованием творческих учебных заданий, раскрывающих содержание текста, способствующих пониманию цели автора, стимулирующих мышление АМ-ФЗ-201908172 был использован при выполнении практического проекта по теме «Создание учебного корпуса узбекского языка» (Справка №01/4-2586 от 4 декабря 2023 года Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои). В результате теоретическая часть данного проекта обогатилась более новыми научными мыслями и идеями;

популяризация комплекса образовательных заданий, развивающих читательскую грамотность школьников на основе вопросов и заданий творческого содержания и формирующих у них навыки логического мышления, понимания, наблюдения и практического применения. Выводы

использованы при выполнении практического проекта ПЗ-202004165 по теме «Создание электронной платформы, развивающей устные и письменные речевые компетенции учащихся младших классов общего среднего образования» (Справка №01/4-2689 от 15 декабря 2023 года Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои). В результате практическая часть проекта обогатилась новыми ресурсами;

при использовании текстов, связанных с различными речевыми ситуациями, вопросов и заданий, развивающих мышление, с помощью этих заданий школьники могут связывать текстовую и нетекстовую информацию с темой, смыслами текстов на основе ключевых слов и приобретать навыки идентификации для развития читательской грамотности на основе рекомендаций и выводов. Данные, которые связаны с конкретными примерами, были использованы при выполнении практического проекта АМ-ФЗ-201908172 по теме «Создание учебного корпуса узбекского языка», запланированного на 2021-2023 годы, завершены в 2020-2023 годах. (Справка №01/4-2586 от 4 декабря 2023 года Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои). В результате было достигнуто создание учебного корпуса узбекского языка с использованием исследовательских материалов и обогащением его новыми источниками;

разработанные предложения и рекомендации по внедрению системы вопросов и заданий, развивающих грамотность чтения, как средства формирования речевой компетенции в обучении родному языку, были использованы при выполнении практического проекта ПЗ-202004165 «Создание электронной платформы для развития устной и письменной речевой компетенции учащихся начальных классов общего среднего образования» (Справка №01/4-2689 от 15 декабря 2023 года Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои). В результате созданная на основе проекта платформа обогатилась новым образовательно-методическим обеспечением.

Структура и объём диссертации. Диссертация состоит из введения, трёх глав, заключения и списка использованной литературы. Общий объём диссертации 121 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
LIST OF PUBLISHED WORKS
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I bo'lim (I часть; I part)

1. Murodova Sh.I. Educational tasks that develop reading literacy in the lessons of the native language and literature.//International Multidisciplinary journal for research&development. JOURNAL INDIA, Volume 10, Issue 12, 2023. –B. 342-345.

2. Murodova Sh.I. O'quvchilarda o'qish savodxonligini rivojlantirish va baholashga doir PISA topshiriqlari // Ilim ham ja'miyet. – Nukus, 2021. – № 1. – B. 93-94. (13.00.00; № 20)

3. Murodova Sh.I. O'qish savodxonligini rivojlantirishda dalillar bilan ishlashning ahamiyati // Ilim ham ja'miyet. – Nukus, 2021. – № 2. – B. 85-86. (13.00.00; № 32)

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II bo'lim (II часть; II part)

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Avtoreferat Samarqand davlat chet tillar instituti
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va uning o‘zbek, rus va ingliz tillaridagi matnlari o‘zaro moslashtirildi (20.12.2024).

Bosmaxona tasdiqnomasi:



4268

2024-yil 21-dekabrda bosishga ruxsat etildi:
Ofset bosma qog‘ozi. Qog‘oz bichimi 60x84_{1/16}.
“Times new roman” garniturasini. Ofset bosma usuli.
Hisob-nashriyot t.: 3,0. Shartli b.t. 2,8.
Adadi 100 nusxa. Buyurtma № 21/12.

SamDChTI tahrir-nashriyot bo‘limida chop etildi.
Manzil: Samarqand sh., Bo‘stonsaroy ko‘chasi, 93.