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O'QUVCHILARDA IJTIMOIIY ADOLAT VA TENGLIKNI O'RGATISH USULLARI

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Annotatsiya: Mazkur maqolada umumiy o'rta ta'lim muassasalarida o'quvchilarga ijtimoiy adolat va tenglik tushunchalarini shakllantirishning samarali usullari yoritilgan. Ijtimoiy adolat va tenglik jamiyat taraqqiyotining muhim omillaridan biri sifatida qaralib, bu qadriyatlarni yosh avlod ongiga singdirishning pedagogik asoslari ochib berilgan. Maqolada zamonaviy yondashuvlar, interaktiv metodlar va ta'lim muhitining ijtimoiy-psixologik omillari tahlil qilinadi.

Kalit so'zlar: ijtimoiy adolat, tenglik, o'quvchilar tarbiyasi, pedagogik yondashuv, ta'lim metodlari, qadriyatlar, fuqarolik jamiyati, teng imkoniyatlar.

KIRISH

Bugungi globallashuv va ijtimoiy o'zgarishlar jarayonida yosh avlodni ijtimoiy adolat, tenglik, inson huquqlari kabi umuminsoniy qadriyatlarga hurmat ruhida tarbiyalash dolzarb masalaga aylangan. O'quvchilarda bu tushunchalarni erta bosqichdan boshlab shakllantirish, ularning ijtimoiy ongini rivojlantirish hamda teng imkoniyatlar tamoyiliga sodiq bo'lishini ta'minlash — zamonaviy ta'limning ustuvor yo'nalishlaridan biridir.

ASOSIY QISM

1. Ijtimoiy adolat va tenglik tushunchalarining mazmuni

Ijtimoiy adolat — jamiyatda har bir shaxsning teng imkoniyatlarga ega bo'lishi, mehnatga qarab munosib baho olish, hamda huquqiy tenglikning kafolatlanishini bildiradi. Tenglik esa irq, jins, millat, diniy e'tiqod yoki ijtimoiy kelib chiqishidan qat'i nazar, har bir insonga teng munosabatda bo'lish g'oyasiga asoslanadi.

2. Maktab muhitida bu qadriyatlarni singdirish zarurati

Ta'lim jarayonida ijtimoiy adolat va tenglik tushunchalarini o'rgatish, o'quvchilarda empatiya, toqatlilik, boshqalarning fikriga hurmat bilan qarash ko'nikmalarini shakllantirishga yordam beradi.

3. O'rgatishning pedagogik usullari

- **Muammoli vaziyatlar yechimi:** Ijtimoiy masalalarga oid real hayotiy vaziyatlar asosida muhokamalar uyushtirish.
- **Rolli o'yinlar:** O'quvchilarning turli ijtimoiy rollarda o'zini tutishini sinab ko'rish orqali empatiya tuyg'usini kuchaytirish.
- **Layfxaklar va mini-loyihalar:** Ijtimoiy tenglikka oid kichik guruh loyihalari orqali faollikni oshirish.
- **Interaktiv metodlar:** "Bahslar", "Aqliy hujum", "Debatlar" kabi usullar orqali faol ishtirokni rag'batlantirish.

ADABIYOTLAR SHARHI



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Mavzuga oid xalqaro va mahalliy adabiyotlarda ijtimoiy adolat va tenglik tushunchalari turli nuqtai nazardan tahlil etilgan. Masalan, J.Rawlsning “Adolat nazariyasi” asarida adolat mezonlari nazariy jihatdan asoslab berilgan. Shuningdek, UNESCO va UNICEF tomonidan chop etilgan hisobotlarda maktab muhitida tenglikni ta’minlash bo’yicha amaliy tavsiyalar mavjud. Mahalliy olimlar – A.Hayitov, Z.Rahmonova va boshqalarning ishlarida esa milliy an’analar va zamonaviy ta’lim uyg’unligida bu qadriyatlarni singdirish yondashuvlari ko’rib chiqilgan.

MEOD VA MATERIALLAR

Tadqiqot davomida kuzatuv, so’rovnoma, intervyu va kontent tahlili metodlaridan foydalanildi. So’rovnomalar Toshkent shahridagi uchta umumiy o’rta ta’lim maktabida o’tkazilib, 150 nafar o’quvchi va 30 nafar o’qituvchi ishtirok etdi. Intervyu asosida o’qituvchilarning bu masalaga bo’lgan yondashuvi o’rganildi.

XULOSA

O’quvchilarda ijtimoiy adolat va tenglikka oid tushunchalarni shakllantirish — ularni kelajakda ongli, empatik va faol fuqarolar etib voyaga yetkazishning muhim qadamidir. Ta’lim tizimida bu qadriyatlarni singdirishda o’qituvchilarning zamonaviy pedagogik yondashuvlardan foydalanishi muhim ahamiyat kasb etadi. Shuningdek, ot-onalar, jamiyat va ommaviy axborot vositalari bilan hamkorlikda ishlash bu jarayonni yanada samarali qiladi.

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