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**BOLA NUTQINI RIVOJLANTIRISHDA INTERFAOL METODLARDAN  
FOYDALANISHNING AHAMIYATI**

**Madina Uktamovna Shukurova**

Osiyo Xalqaro Universiteti

Pedagogika va psixologiya kafedrası o'qituvchisi

**Annotatsiya:** Maktabgacha ta'lim tashkilotida barcha guruh bolalarida interfaol metod va usullardan foydalanib mashg'ulotlarni tashkil etish va amalda keng targ'ib etish

**Kalit so'zlar:** interfaol, adabiyotlar, yarim tillilik, kuzatish, kommunikativ yo'naltirilganlik, ijtimoiy vaziyat, emotsional kechinmalar, ermak o'yinlar, diksiya, nutq, empatiya.

Yosh avlodga zamonaviy ta'lim berish bilan birga ularni umuminsoniy va milliy qadriyatlar, yuksak insoniy fazilatlar ruhida tarbiyalash, ongi va qalbini mafkuraviy va ma'naviy tahdidlardan ishonchli himoya qilish, ularda g'oyaviy immunitet shakllantirish muhim vazifa hisoblanadi. Maktabgacha ta'lim tashkilotlarida interfaol metodni bolalar qalbi va ongiga singdirish vositasi turlidir.

Ulardan *birinchisi* badiiy adabiyot hisoblanadi, badiiy adabiyot orqali bolalar qalbi va ongiga Vatanga muhabbat, yurtga sadoqat, mardlik, ezgulik, yaxshilik, fidoiyluk kabi fazilatlar singdirilib, ular ushbu ilg'or ma'naviy-axloqiy xislatlar ruhida tarbiyalanadi.

*Ikkinchidan*, xalq og'zaki ijodi bilan tanishtirish, ona tiliga muhabbat uyg'otish orqali bolalarga Vatan tuyg'usi singdirib boriladi. Bunda adabiyot asosiy vositalardan biri bo'lib hisoblanadi. Badiiy adabiyot inson ma'naviyatini shakllantirishning va e'tiqodini qaror toptirishning eng sarmahsul vositasidir. Adabiy ertaklardagi badiiy obrazlar, personajlarning xatti-harakatlari bolalar ruhiyatiga ta'sir ko'rsatadi, uni ezgulik va faollikka undaydi. Bola o'z ona tili jozibasini xalq qo'shiqlari, erkalashlari, ovutmachoqlar, maqollar, topishmoqlar, tez aytishlar, dostonlar, ertaklar, she'ru qo'shiqlar orqali sezadi hamda o'zi tug'ilib o'sgan Vatanidan, uning xalqidan, milliy an'ana va bayramlari, urf-odatlarini, qadriyatlaridan bahra oladi.

Xalq ertaklari, badiiy adabiyot namunalari o'g'il bolalarni o'sha qahramonlardek jasur, pahlavon, uddaburon, aqlli bo'lishga, qizlarni esa oqila, dono, go'zal, mehnatsevar bo'lishga undaydi.

Bolalar maktabgacha ta'lim yoshidayoq Amir Temur va uning qudratini, Beruniy, Al-Xorazmiy, Ibn Sino, Navoiy, Bobur, Ulug'bek va ularning dunyo ilmidagi boy ma'naviy meroslarini anglay bilishlari kerak. Bolalarga Bobur haqida so'zlay turib, uning bir umr Vatan sog'inchi bilan yashagani haqida aytib berish, shu asnoda ularda Vatanga muhabbat ruhini tarbiyalab borish mumkin. Shuningdek, Alisher Navoiyning dostonlari tarkibidagi "Donolar donosi", "Sher bilan Durroj", "Ikki vafoli yor", "Bir kabutar", "Arslon ila ayiq", "Xotam toyi" kabi hikoyalari, "Tilga ixtiyorsiz-elga e'tiborsiz", "Oz-oz o'rganib dono bo'lur", "Bilmaganin so'rab o'rgangan olim, orlanib so'ramagan o'ziga zolim" va boshqa shu kabi hikmatli so'zlari bolalarga turmushda, jamiyatda, o'z jamoasida



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yurish-turishning tog'ri qoidalarini egallashida, ularda ijobiy fazilatlarining shakllanishida katta yordam beradi. Bolalar buyuk mutafakkirlarimiz haqida faqat ilk ma'lumotga ega bo'lib qolmasdan, balki ularning boy ma'naviy merosi haqida ham tasavvurga ega bo'ladilar. Mashg'ulotlar orqali bolalar yurtimiz buyuk allomalar yurti ekanligini his eta borib ularda bundan faxrlanish, g'ururlanish tuyg'ulari shakllana boshlaydi. Badiiy ertak bolalarning axloqi, bilimi, dunyoqarashining shakllanishiga ta'sir ko'rsatadi. O'z navbatida bolalar bularni o'yinlarda ifodalaydilar. Bolalar she'r, ertak, hikoyalarni qiziqib tinglaydilar, ijobiy qahramonlar obraziga taqlid qiladilar, ularning xatti-harakatini, so'zlarini eslab qoladilar. Tarbiyachi tomonidan berilgan topshiriqlarni bajarish bilan birga bolalar o'zlariga berilgan rollar, ertak qahramonlarining obrazlari, she'rlar orqali, o'rtoqlarining quvonchiga, qayg'usiga sherik bo'lish, o'stirgan guli qurib qolsa qayg'urish, birovlarining narsasini so'roqsiz olmaslik, o'rtog'i yiqilsa turqizib qo'yish, kattalarga hurmatda, kichiklarga izzatda bo'lish kerakligini tushunib, "uvol", "gunoh", "savob", "haq", "nohaq" kabi so'zlarning ma'nosini uqib boradilar. Bolada yoshlik chog'idanoq atrofdan go'zallik axtarish, zavqlanish, go'zallikni his qilishning ilk, beixtiyor tuyg'usi uyg'ona boshlaydi. Gul yoki kapalakni sevib qolgan bola ularni avaylashga, asrashga ham intiladi. Ana shu ilk tuyg'u bolada atrofdagilarga nisbatan insoniylikni tarbiyalash uchun asos bo'la oladi. Eng muhimi, bolaning atrofdagi voqea va hodisalarga nisbatan beparvo bo'lmasligidir. Bu beparvolik oilaga, qolaversa, jamiyatga juda qimmatga tushadi. Zotan, maktabgacha ta'lim muassasalarida bolalar tarbiyasiga ta'sir etuvchi omil, birinchidan tashqi muhit hisoblansa, ikkinchidan uni bevosita bolalarga yetkazuvchi tarbiyachining shaxsiy va kasbiy mahorati ekanligi barchaga ayondir. Adabiyot bolaning aqliy va hissiy dunyosini rivojlantiradi, nutqini boyitadi, ijodiy fikrlash qobiliyatini o'stiradi, dunyoni tanitadi. Badiiy adabiyot tasvirlanayotgan narsa yoki kimsaning hozirgi holatini qanchalik ishonarli aks ettirsa, uning o'tmishini ham, kelajagini ham shunchalik ta'sirchan va jonli aks ettira oladi. O'z navbatida sahnalashtirish, kino, televidenie ham shunchalik imkoniyatlarga ega-ku, degan fikr tug'iladi. Har qanday sahnalashtirish, kino, televideniyening asosida ham badiiy so'z yotadi. Badiiy ertak loqaydlikdan xalos etadi. Boshqalarning tuyg'ulariga sherik bo'lishga odatlantiradi. Ertak qahramonlarining holatiga befarq bo'lmagan odam atrofidagi kishilarning dardu quvonchlariga ham loqayd bo'la olmaydi. Biror qiziqarli she'r, hikoya, ertak eshitgan bola: "hayotda shunday ham bo'lar ekan-da", deb qo'ya qolmaydi. U qaysidir qahramonni yaxshi ko'rib qoladi va unga o'xshagisi keladi. Boshqa bir qahramonni esa yomon ko'rib qoladi va unga o'xshamaslikka intiladi.

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