

**OLIV TA'LIM TIZIMIDA O'QITUVCHI-PROFESSORLAR VA  
TALABALARNING O'ZARO PEDAGOGIK HAMKORLIGI**

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***Kalit so'zlar.** "Ta'lim to'g'risida"gi Qonuni, "Kadrlar tayyorlashning milliy dasturi", hamkorlik, ta'lim texnologiyasi, demokratik davlat, ilmiy-texnik taraqqiyot, yosh avlod ta'lim-tarbiyasi, bilimlardagi kamchiliklarni bartaraf etish.*

***Annotatsiya.** Mazkur maqolada oliy ta'lim tizimida o'qituvchi-professorlar va talabalarning o'zaro pedagogik hamkorligi haqida nazariy-amaliy ma'lumotlarga asoslanib ilmiy izlanishlari natijasida zamonaviy ta'lim jarayonlari bilan yoritilgan. Bunda hozirda oliy ta'lim tizimida yuqori malakali kadrlarni tayyorlashda yangi pedagogik texnologiyalarni dars jarayonida qo'llash davr talabi ekanligi va bunda erkin fikrlaydigan talaba shaxsi bilan ham yaqindan hamkorlik qilish natijasida ularni yetuk mutaxassis kadr sifatida shakllantirish haqida ilmiy-amaliy tajribalari bilan tajriba almashilgan.*

Mamlakatimizda amalga oshirilayotgan ta'lim islohoti «Ta'lim to'g'risida»da Qonun va Kadrlar tayyorlash milliy dasturida o'zining ilmiy-nazariy, ijtimoiy-iqtisodiy, siyosiy-yuridik ifodasini topgan. «Kadrlar tayyorlash milliy dasturining maqsadi – ta'lim sohasini tubdan isloh qilish, uni o'tmishdan

qolgan mafkuraviy qarashlar va sarqitlardan to'la xalos etish, rivojlangan demokratik davlatlar darajasida, yuksak ma'naviy va axloqiy talablarga javob beruvchi yuqori malakali kadrlar tayyorlash tizimini yaratishdir»[2, 39]. Bu vazifani bajarish ta'lim jarayoniga, uni mazmun, shakl va metodlarini tubdan o'zgartirishni talab qiladi. Ayniqsa, islohot yoshlarni kelajak hayotga va turmushga tayyorlashga, hayotda o'z o'rinlarini topishga ko'maklashuvchi yangi tizim – oliy o'quv yurtlari ta'limini tashkil etish o'z dolzarbligi bilan alohida ajralib turadi. Jamiyat ijtimoiy-iqtisodiy va ilmiy-texnik taraqqiyotiga yangicha qaraydigan, mustaqil fikrlovchi, ishbilarmon, buyuk kelajak poydevorini quruvchi ishchi mutaxassis kadrlarni tayyorlash respublikamiz pedagoglari oldida turgan eng muhim va dolzarb vazifadir. Ta'lim islohoti jarayonida bu ulkan vazifani to'la amalga oshira oladigan, zamonaviy va jahonning eng ilg'or yangi pedagogik texnologiyalaridan mohirona foydalana oladigan pedagog kadrlarga ehtiyoj har qachongidan ortdi.

Oliy ta'lim tizimida yuqori malakali kadrlarni tayyorlashda «zamon talablariga moslashuvchan, ta'limning yuqori sifatli va barqaror rivojlanishini ko'zlovchi tizimi vujudga kelishiga» [4, 16] erishish muhim vazifa hisoblanadi. Mamlakatimizda yangilangan, jahon andozalariga hamohang ta'lim mazmunini joriy qilish o'z-o'zidan emas, balki ko'p ming yillik pedagoglar bilimi, tajribasi va olimlarning ijodiy faoliyati orqali amalga oshadi. Ta'lim islohoti yangicha fikrlovchi, asrimizning shiddatli axborot oqimida to'g'ri yo'l topa oladigan, axborotlardan, yosh avlod ta'lim-tarbiyasi, kasb-hunar o'rganishida unumli foydalana oladigan, izlanuvchan, yangi pedagogik texnologiyalarni dars jarayonida qo'llab, talaba saviyasini oshira biladigan ijodkor pedagogni shakllantirish vazifasini ko'ndalang qilib qo'ydi [1]. Zero, hozirda oliy ta'lim tizimida yuqori malakali kadrlarni tayyorlashda yangi pedagogik texnologiyalarni dars jarayonida qo'llash davr talabi bo'lib qoldi. Shunga ko'ra yangi pedagogik texnologiyalarni muntazam tahlil qilib borish, loyihalashtiruvchi vositalarning eng zarurini tanlash metodlarining maqsadga muvofiqligini aniqlay bilish (ta'lim metodlari), olinishi zarur bo'lgan natijani oldindan tahlil qilish (maqsadlarning amalga oshishiga

erishish), ta'lim jarayoning yaxlitligini ta'minlash kabi tamoyillariga asoslangan holda yangi pedagogik texnologiyalarni ta'limga joriy qilish, ayniqsa horijiy davlatlardagi tajribalaridan foydalangan holda o'zimizning sistemalashtirilgan ta'lim jarayonining yangi pedagogik texnologiya tizimini vujudga keltirish borasida amalga oshiriladigan tadbirlarga amal qilish maqsadga muvofiqdir, ularni quyidagi yetti mezonlarga bo'lib o'rganish mumkin.

Ta'lim jarayoni ishtirokchilari – o'qituvchi va talabalar o'rtasida yangi pedagogik texnologiyalarning qo'llanishi: o'quv mehnati ish rejasini ishlab chiqilishi, ya'ni o'qituvchi bo'lim va bobni o'rganish rejasini tuzar ekan, ushbu rejada talaba va o'qituvchi faoliyati o'z ifodasini topmog'i lozim. Ma'lumki, o'qituvchilarimiz tuzayotgan o'quv rejalarida darslarning o'rganilayotgan mavzuga ko'ra ularning soatma-soat taqsimotini belgilaydi. Ushbu reja asosida o'qituvchi darslarni o'taveradi hamda qaysi darsda qanday o'quv-biluv faoliyati amalga oshirilishidan talabalar mutlaqo xabarsiz bo'ladilar. Talaba uchun har bir dars odatdagi darsga aylanib qoladi. Natijada u darsning passiv ishtirokchisigina bo'ladi. Endilikda esa, oliy ta'lim tizimida yangi pedagogik texnologiyani qo'llash natijasida ular o'rtasida interaktiv (ikkiyoqlama aktiv) faoliyat vujudga kelib, talaba mustaqil fikrlay boshlaydi va u dars jarayoninig aktiv qatnashchisiga aylanadi. Bu esa o'z navbatida yangi pedagogik texnologiya tamoyillaridan biri bo'lgan o'quv mehnatining o'qituvchi-talaba o'rtasidagi izchil va rejalashtirilgan taqsimot o'qituvchidan ta'lim jarayonini izchil boshqarishni talab qiladi.

Fanning ichki bog'lanishi va fanlararo bog'lanish imkoniyatlaridan maqsadli foydalanish: ma'lumki, har bir o'rganiladigan kichik va yirik o'quv birliklari oldin o'rganilganlarga tayanadi. Masalan: matematika faning ichki bog'lanishida formula, ta'rif, teoremlar bo'lsa, fizika fanining ichki bog'lanishida esa mexanik tushunchalar, kasb ta'limining fanlarida esa ichki bog'lanish mehnat bilan mushtarak bo'lib, bunda talaba dars jarayonida bularga bir necha marta qaytadilar. Fanlararo bog'lanishda ushbu holatlarni ko'rish mumkin: kimyo bilan fizika yoki matematika, matematika bilan fizika yoki informatika, gumanitar fanlar bilan informatika yoki axborot texnologiyalarini o'zaro bog'lab o'rgani kerak. Bunda

talabalarining mazkur fanlardan tayyorgarlik darajalarini bilish ham muhim ahamiyatga egadir. Yuqorida keltirilgan fikr-mulohazalarimizdan quyidagi xulosalarga kelish mumkin, ya'ni talabani yangi bo'lim, bobni o'rganishga olib kirishda undagi mavjud bilimlarga tayanish, agar mavjud bilimlar yangi bobni, bo'limni o'rganishga yetarli bo'lmasa, oraliq tayyorgarlik olib borish va shundan keyingina bilimlarni o'rgatishning navbatdagi bosqichiga o'tish lozim. O'quv birliklarini (mezonlarini) belgilash: o'quv birliklari talaba o'rganishi lozim bo'lgan tushunchalar, ta'riflar, qoidalar, qonunlar, hodisalar, kategoriyalar, voqealardan iborat bo'lib, ular orasidagi mantiqiy bog'lanishning ta'minlanishi shu bob yoki bo'limning o'zlashtirilishiga olib keladi. O'qituvchi bob, bo'lim uchun ajratilgan soatlarda talabalar o'rganishi lozim bo'lgan mezonlar hisoblanib, talaba bilimini baholashning chegaraviy qiymati bilan o'lchanadi. O'qituvchi bu paytda auditoriyaga nisbatan o'rtacha baho ishlatmaydi, balki aniq o'lchovlarga asoslangan holda ish olib boradi. O'quv rejasini tuzishda o'qituvchi talabalar bilishi lozim bo'lgan o'quv birliklarini bo'limlar, boblar, sessiyalar bo'yicha aniqlaydi va talabalar o'z ustida ishlashi uchun ularga mustaqil topshiriqlar bo'limni o'rganishdan oldin vazifa qilib beriladi. Berilgan topshiriqlar yuzasidan talabaning o'zlashtirish reytingini aniqlashda nazorat topshiriqlari o'tkaziladi.

Diagnostik tahlil: bilimdagi notekisliklarni aniqlash, ularni to'ldirib va navbatdagi o'zlashtirish bosqichiga ko'tarish maqsadida diagnostikalash amalga oshiriladi. Diagnostikalash quyidagi maqsadlarni amalga oshiradi: 1) talabalar o'zlashtirish darajasini diagnostikalash; 2) bilimlardagi yetishmovchiliklarning oldini olish; 3) aniqlangan yetishmovchiliklarni to'ldirish maqsadida maxsus topshiriqlar ishlab chiqish; 4) maxsus topshiriqlar bajarish soatlarini belgilash; 5) yakuniy diagnostik tahlil qilish.

Diagnostika ta'lim texnologiyasining navbatdagi bosqichi bo'lib, uning asosiy elementlaridan biri hisoblanadi. Asosiy o'zlashtirishdagi kamchiliklar soatini aniqlash, har bir talabaning bilim darajasini aniqlash, rejaning borishiga tuzatishlar kiritish yo'li bilan ta'lim jarayonining natijasi kafolatlanganligini ta'minlaydi. Test so'rovi natijalarini diagnostik tahlil qilish ikki muhim vazifani

hal qiladi: a) qaysi talaba qaysi o'quv birliklarida qiynaladi; b) o'qituvchilar qaysi bilimlarni kengaytilishi lozimligini aniqlaydi.

Tuzatish kiritish: bo'lim, bobning o'zlashtirilish darajasining diagnostik tahlil natijasi 50 dan kam ko'rsatgichni bersa, o'qituvchi ta'lim jarayonining borishida tuzatish kiritishi lozim. Tuzatish kiritishda quyidagilar bajariladi: a) qayta o'rganish lozim bo'lgan mavzularning o'rganish metodikasini ishlab chiqish; b) talabalar o'zlashtirish qiyin bo'lgan mavzularni aniqlash (diagnostik tahlil asosida); v) o'quv rejasida tuzatish kiritish soatlarini belgilash; g) zarur hollarda orqaga qaytishni rejalashtirish.

Qayta tuzatish (nuqsonlarni yo'qotish): qayta tuzatish kiritilishidan (korreksiya) maqsad olingan bilimlardagi kamchiliklarni bartaraf etishdan iborat. Kamchiliklarni bartaraf etish to'ldirish asosida amalga oshiriladi.

Kutilish lozim bo'lgan natijani olish: bu element yangi pedagogik texnologiyalarning markaziy g'oyasi hisoblanadi. Yangi pedagogik texnologiya ta'lim jarayoni natijasini kafolatli bo'lishini talab qilar ekan, jarayon borishining ko'zda tutilgan maqsad amalga oshirilishi va natijali bo'lishi-ning rejalashtirilishini o'qituvchi oldiga vazifa qilib qo'yadi [5, 6-7]. Yuqoridagilardan ko'rinib turibdiki, mustaqillik sharoitida yangilangan ta'lim mazmunini pedagogik texnologiyalar asosida o'qituvchilar malakasini oshirishni aniq tashxis qilib va shaxsga yo'nalgan holda tadqiq qilinishi muhim va dolzarb masaladir. O'qituvchi-professorning o'z pedagogik faoliyatini tahlil asosida ta'lim-tarbiyani islohot talablariga nomuvofiqligini oldini olishda kursdagi mashg'ulotlar va kursdan keyingi muttasil ravishda fan-texnika yutuqlari, yangi pedagogik texnologiyalar natijalarini o'rganishi va o'z faoliyatiga qo'llashi zarur. Shu bilan birga ish joyidagi metodik ishlar tizimi hamda o'qituvchi-talabalarning mustaqil bilim olishini samarali tashkil qilishi ham belgilovdir.

O'qituvchi-professor bilan talabalarning hamkorlik faoliyati ta'lim subyekting o'zaro muloqotga bo'lgan ehtiyojini qondirish vositasi bo'lib qolmasdan, balki bu faoliyat o'quv materialini o'zlashtirish vositasiga ham aylanishi lozim. Talabalarning ta'limga ixlos qo'yishi o'qituvchining mana shu

hamkorlikni yarata bilishi mahoratiga bog'liq. Bunday hamkorlik o'zaro muloqotning shunday bir shaklidirki, unda o'qituvchi o'zini ta'lim obyekti deb emas, balki mustaqil va erkin harakat qiluvchi shaxs, deb biladi. Talabalarning ta'limga qay darajada ixlos qo'yishi o'qituvchining mana shu hamkorlikni yarata bilish mahoratiga bog'liq. O'quv faoliyatidagi muhitning to'g'ri uyushtirilishi talabalarning fanga bo'lgan qiziqishini oshiradi, ularni butun kuch va g'ayratini sarflashga undaydi. O'qituvchining o'rganilayotgan fan bo'yicha qaysidir bir ma'lumotga aniqlik kiritish paytida talabalarga yordam so'rayotganday murojaat qilishi hamkorlik faoliyatini yanada chuqurlashtiradi. Talabalarni o'rganuvchi va tarbiyalanuvchiga aylantirish o'qish-o'qitish jarayonini muvaffaqiyatli olib borish shartigina bo'lib qolmay, balki ularni mustaqil fikrlaydigan, yuksak salohiyatli va har jihatdan barkamol insonlar qilib tarbiyalashning ham muhim shartidir. Talabani o'qitish va tarbiyalash jarayonining o'zidayoq ta'limga nisbatan chuqur bilim, ko'nikma, malaka hosil qilib, bilim va tarbiya oluvchi shaxsiga aylanadi. Muammo yuzasidan olib borilgan izlanishlar talabalarning o'quv jarayoniga munosabati o'qituvchi va talabalar o'zaro ta'sir jarayonining to'g'ri tashkil etilishi, o'quv materiallarini tanlash va tashkil qilish, bilimlarni o'zlashtirish jarayonini takomillashtirish usullariga, o'quv natijalariga qo'yiladigan baho tizimiga bog'liqligini ko'rsatadi.

Shunga ko'ra talabalarning mustaqil fikr yuritish jarayonini o'qituvchi bilan hamkorlik faoliyatiga chambarchas bog'liq deyish mumkin. O'qituvchilar talabalari bilan teng munosabat o'rnatar ekan, beriladigan har qanday topshiriq quvonch bilan bajariladi, natijada ta'lim samaradorligi ham ta'minlanadi. Ta'lim jarayonida talabalar faoliyatining shakllanishi fan asoslarini o'zlashtirishga oid mexanizmga bo'lib qolmasdan, balki shaxsning umumiy ijtimoiy-madaniy qobiliyatlarini tarkib toptirishga ham qaratilishini unutmazlik kerak. Bizningcha, o'quv vaziyati ta'lim jarayonini tashkil qiluvchi o'zgaruvchan tizim sanalib, u quyidagicha ikki qismdan iborat: 1) o'qituvchi bilan talabalar hamkorligi; 2) talabalarning o'zaro bir-birlari bilan hakorligi.

O'qituvchi bilan talabalarning hamkorligi o'qituvchining talabalarga



ko'rsatadigan yordamidan boshlanadi. U asta-sekin faollashib, o'quv harakatlariga aylanadi. Natijada o'qituvchi bilan talabalar munosabati hamkorlik pozitsiyasiga o'sib o'tadi. Ijodkorlik va o'zaro hamkorlik bir-biriga mustahkam bog'liq. Zero, faqatgina ijodkorlik asnosida hamkorlik vujudga keladi va mana shu hamkorlikda ijodkorlik o'z ifodasini topadi. Pedagogik ijodkorlikni faqatgina yangilikka, tajribalar o'tkazishga intilish deb tushunmaslik kerak. Bu intilish sog'lom fikrning rasmiyatchilik ustidan g'alabasini ham ifoda etadi. Demokratiya, oshkoralik, shaffoflik bo'lmagan joyda, ma'muriyatchilik va o'qituvchining irodasi bilan dars jarayonida talabalarning mustaqil fikrlash faoliyatiga raxna solinsa, ijodiy hamkorlik barham topadi. Bakalavrning 1-2 kurslarida dars jarayonida talabalarning ijodiy fikrlash faoliyatiga xizmat qiladigan topshiriqlar ustida ishlash alohida o'rin tutadi. Talaba o'zi uchun qulay sharoitda hayotiy va o'quv tajribasiga tayanib, og'zaki yoki yozma nutqi orqali fikrlash faoliyatini amalga oshiradi. Unda o'rganilayotgan fanning o'zi uchun no'malum qirralari xususida o'qituvchi bilan faol hamkorlik qilish uchun ruhiy tayyorgarlik paydo bo'ladi. U mavzu yuzasidan berilgan savollarga tegishli javob qaytarish uchun mustaqil ijodiy izlanishlarga harakat qiladi.

O'qituvchi bunday hamkorlik jarayonida talabalarning nutqini o'stirish bilan birga diagnostik vazifani ham bajaradi, ya'ni talabalarning so'z boyligi, qiziqish doirasini aniqlaydi, ijodiy iqtidorini chamalaydi. Ijodiy topshiriqlar ustida ishlash jarayonida bu g'oyat muhimdir. Kasb ta'limi, yoki axborot texnologiyalari mashg'ulotlarini o'tish jarayonida o'zaro muloqot ta'lim samaradorligini oshirishga yaqindan yordam beradi. Talabalar bilan muloqotda ularning qiziqishini muayyan maqsadga yo'naltirish, fikr-mulohazalarini albatta inobatga olmoq joiz. O'qituvchi shakllantiruvchi muloqot davomida faqat bir o'zi gapirmasdan, talabalarning fikrlarini ham eshita bilishi lozim. Dialogning har bir qatnashchisi uni davom ettirishdan manfaatdor bo'lishi lozim. Birinchidan, bunda fikrlarning turli-tumanligi; ikkinchidan, mavzuga baho berish va tushunishdagi har xillik; uchinchidan, til vositalarining umumiyligi samarali ta'sir ko'rsatishi mumkin. Muloqot davomida «bir tillilik» bo'lmaganda bir fikrga kelish juda qiyin.

Jumladan, ayrim hollarda targ'ibotchi masalani bayon etishda murakkab va notanish atamalardan foydalanishi natijasida talabalar uning fikrini tushunmaydilar. Agar ta'lim jarayonida dialog amalga oshmasa, o'qituvchi materialni talabalarga yetkazishning zarur shaklini topa olmagan hisoblanadi. O'qituvchi-professorlar talabalar bilan hamkorlik munosabatlarini o'rnatish uchun quyidagi talablarga amal qilishi kerak: talaba shaxsi hurmat qilinishi, muloqot jarayonida ularning qiziqishlari va imkoniyatlari inobatga olinishi lozim; har bir talabada qandaydir qobiliyat mavjudligiga ishonch bildirish va ularni yuzaga chiqarishga yordamlashish kerak hamda talabada o'z imkoniyatlariga, kuchiga ishonch tuyg'usini tarbiyalash lozim; o'qituvchi talaba bilan do'st, o'rtoqlik munosabatlarini o'rnatish bilan teng hamkor sifatida faoliyat yuritishi kerak; talabalarning muvaffaqiyatlaridan quvonish, tashvishlariga sherik bo'lish va rag'batlantirish orqali ularning kelajakka bo'lgan ishonchini oshirish lozim; munosabat jarayonida axloqiy qonun-qoidalarga qat'iy rioya etilishi o'qituvchi obro'yini oshirishga yordam beradi.

Shunday qilib, o'qituvchi-talaba hamkorligi yuzasidan bildirilgan fikr-mulohazardan quyidagi xulosalarga kelish mumkin: 1) darsda muammoli ta'lim, mustaqil ish metodidan, didaktik o'yinlar va yangi pedagogik texnologiyalarning interfaol usullaridan foydalanish o'qituvchi-talaba munosabatini to'g'ri yo'lga qo'yishning muhim omilidir; 2) fanga taalluqli bilimlarni o'zlashtirishda talabalarning o'qituvchi fikrini to'g'ridan-to'g'ri qabul qilmasdan, muhokama qilishi, mustaqil ravishda xulosalar chiqarishi mustaqil fikrlashga o'rgatishga ijobiy ta'sir ko'rsatadi; 3) muammolarni hal etishda o'qituvchining har bir talaba fikri, munosabati va qarashlarini hurmat qilishi hamkorlikning samaradorligini ta'minlaydi.

Talabalarning o'qituvchi bilan erkin muloqot olib borishlari uchun qulay sharoit yaratish, ya'ni talabalarning xato qilishdan qo'rqmay, o'z fikrlarini erkin bayon qilishlariga erishish, xatolarini tuzatish uchun imkon berish, ularni mustaqil fikrlashga o'rgatish bilan bir qatorda, bunday xatolarning qayta takrorlanmasligini ta'minlaydi, har bir mavzuni erkin muhokama qilishga zamin yaratadi,



talabalarning yutug'iga sherik, muammolarini hal etishga ko'makchi bo'lish o'qituvchi va talabani ishonchli maslakdoshga aylantiradi.

Shunday qilib, biz yuqori malakali kadrlarni oliy ta'lim tizimida tayyorlashda yangi pedagogik texnologiyalarni dars jarayonida qo'llash o'qituvchi pedagogik mahoratini uzviy oshirib borishida tahliliy faoliyat belgilovchi bo'lganligi uchun ham unga malaka oshirish predmeti sifatida qarash o'rinli bo'ladi, deb hisoblaymiz. O'qituvchining pedagogik texnologiyalardan unumli foydalanishi natijasida ta'lim islohoti talablari asosida pedagogika fani yutuqlari darajasida yuqori malakali kadrlarni oliy ta'lim tizimida tayyorlash muammosini muvaffaqiyatli hal qilishda yuqoridagi mezonlardan foydalanish muhim hisoblanadi.

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## *Ta'limning zamonaviy transformatsiyasi*

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