

AQLIMIZNI CHARXLAYMIZ



14.100-S /

98

**O'ZBEKISTON RESPUBLIKASI
XALQ TA'LIMI VAZIRLIGI**

RESPUBLIKA TA'LIM MARKAZI

**YUNESKONING O'ZBEKISTONDAGI
VAKOLATXONASI**

**O'YNAYMIZ O'YLAYMIZ
AQLIMIZNI CHARXLAYMIZ**

(LOGOPED, TARBIYACHI, OTA-ONALAR UCHUN METODIK QO'LLANMA)

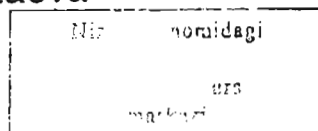
Ushbu metodik qo'llanma 2001 yil 27 iyun IMK qarori bilan nashrga tavsiya etildi

Mualliflar: Sh. Boltaeva - RTM metodisti
Sh.Shermuhamedova -
475-bog'chasi logopedi
Taqrizchilar: X.J.Kolbaeva -
TDPU o'qituvchisi
Z.K.Omarova - 544 bog'cha
mudirasi
N.T.Yakubova - 475 bog'cha
logopedi

Ma'sul muxarrir: R.Shomaxmudova -
RTM bo'lim boshlig'i

Texnik muxarrir: Q.Kuzaeva

Toshkent -2003
UICC "UZINCOMCENTER"



Y-6691

MUALLIFLARDAN

Ushbu o'quv qo'llanmada maktabgacha, kichik maktab yoshidagi, xamda yordamchi maktab boshlang'ich sinf o'quvchilarini aqliy qobiliyatini, diqqatini, ko'rish, eshitish va idrok qila bilish, nutqini rivojlantirishga oid 100 dan ortiq o'yinlar berilgan.

O'quv qo'llanmadagi o'yinlar turli xil pedagogik omillarni amalga oshirishda yordam beradi.

Mazkur o'quv qo'llanma psixologlar, ota-onalar, logopedlar, tarbiyachilar, boshlang'ich sinf o'quvchilar, yordamchi maktab o'quvchilari va turli xil jamoa markazlarida bolani maktabga tayyorlash jarayonida keng qo'llaniladi.

Ushbu qo'llanma haqida fikr muloxazalaringizni berishingizni so'raymiz.



Ushbu O'quv qo'llanma YUNESKOning
O'zbekistondagi vakolatxonasi moliyaviy
yordamida chop etilgan.
YUNESKOning O'zbekistondagi Vakolatxonasining
manzilgohi: Toshkent shahri, Amir Temur ko'chasi, 95.

MAKTABGACHA YOSHDAGI BOLALAR DIQQATINI RIVOJLANTIRISH

DIQQAT psixik faoliyatning yo`naltirilishi va shaxs uchun ma`lum ahamiyatga ega bo`lgan ob`yekt ustida to`planishdan iboratdir. Psixik faoliyatning tanlovchilik faoliyati ob`yektni ixtiyoriy yoki beixtiyor tanlash tushuniladi. O`quvchi maktabda o`qituvchi gapirayotgan gaplarni eshitib o`tirganda, u mana shu eshitib o`tirish faoliyatini ongli ravishda tanlab olgan, uning diqqati ongli ravishda ko`zlangan shu maqsadga bo`ysindirilgan bo`ladi. O`quvchining biror boshqa narsaga chalg`imasdan, o`quv materialining mazmuniga zehn qo`yib o`tirishda, uning psixik faoliyatining yo`nalishi ifodalanadi. O`quvchining diqqatini jalb qilish anchagina qiyinligini har qanday pedagog biladi. Shu sababli farzandlarimizni maktabga tayyorlashda quyidagi o`yinlardan foydalanish maqsadga muvofiqdir. Qo`llanmadagi vazifalarni kuniga 20-25 daqiqa shug`ullanish bola diqqatini barqarorlashtiradi. Bu qo`llanma bilan yakka tartibda va guruh bilan birgalikda shug`ullanish mumkin

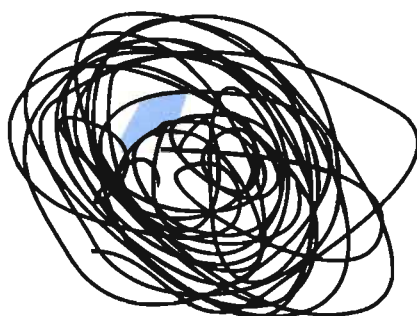
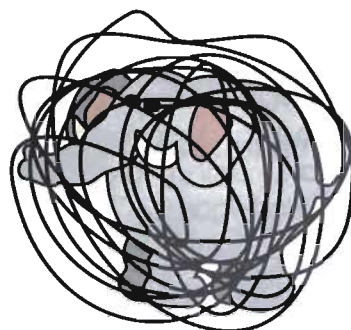




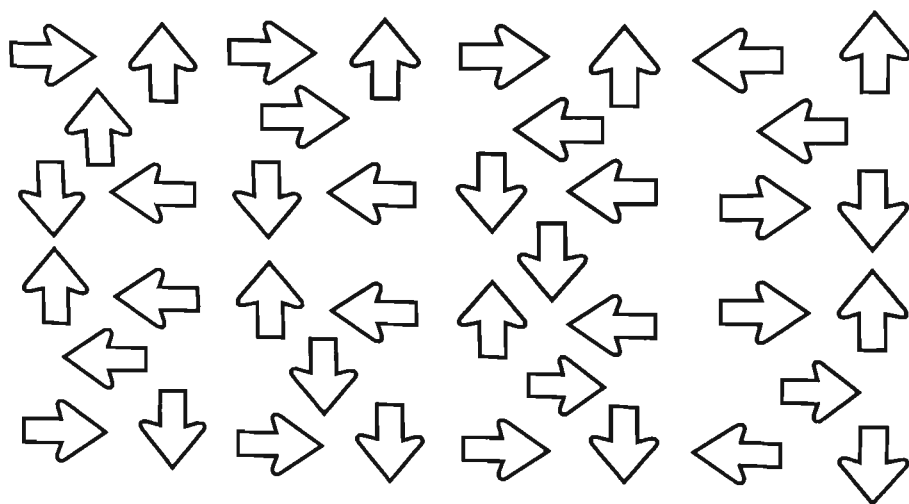
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Berkingan predmetni top

3



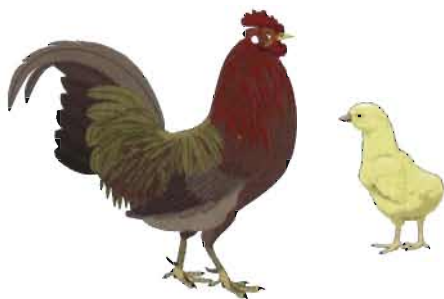
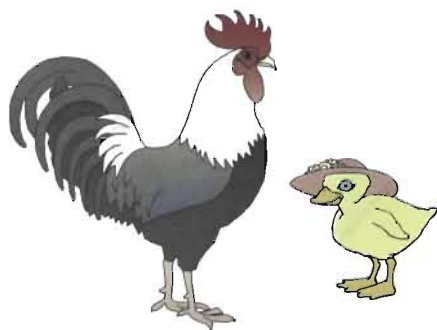
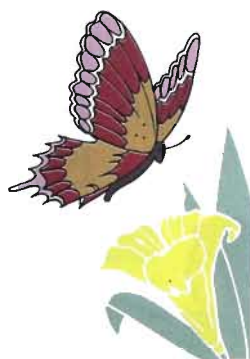
Ko`rsatkichlarni bo`ya. O`ng tomonga qaragan ko`rsatkichni ko`k ranga, chapga qaragan ko`rsatkichni qizilga, tepaga qaragan ko`rsatkichni yashilga, pastga qaragan ko`rsatkichni sariqqa





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Rasmlarni taqqosla, farqini top.





Raqamlarni namunadagidek
shakllarga joylashtir

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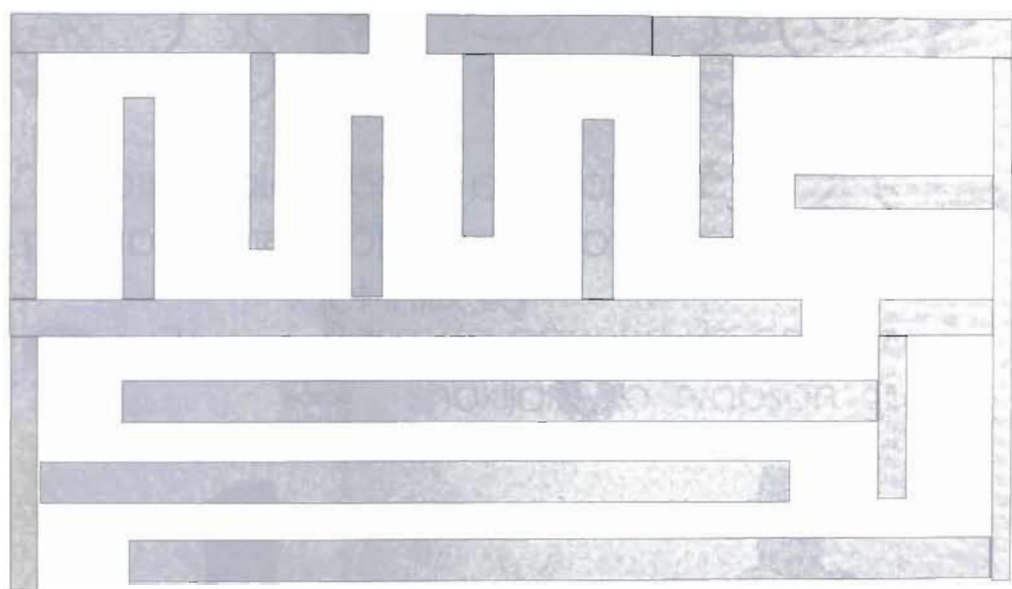
Nuqtadan boshlab ko`rsatkich yonalishida
bolalar ismini nomla





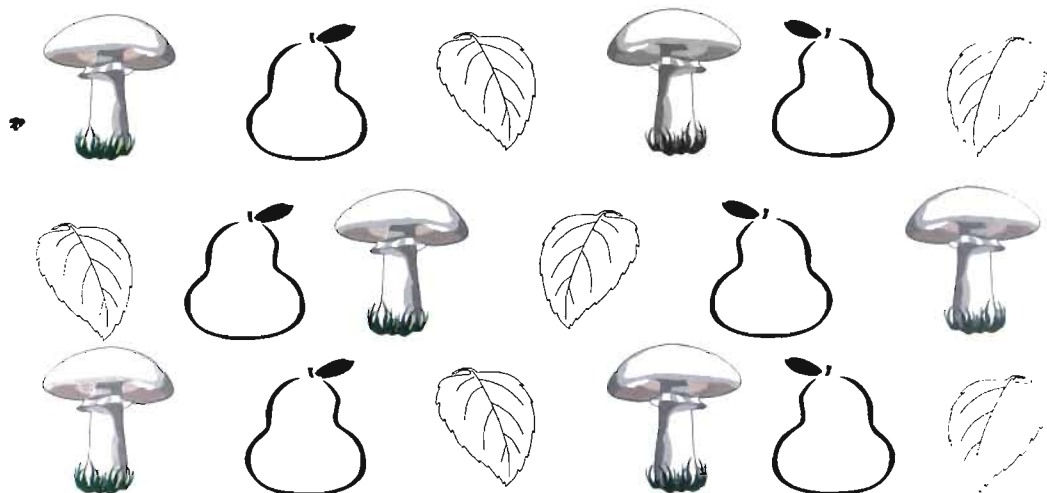
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Quyinni sabzini topishiga
yordam bering

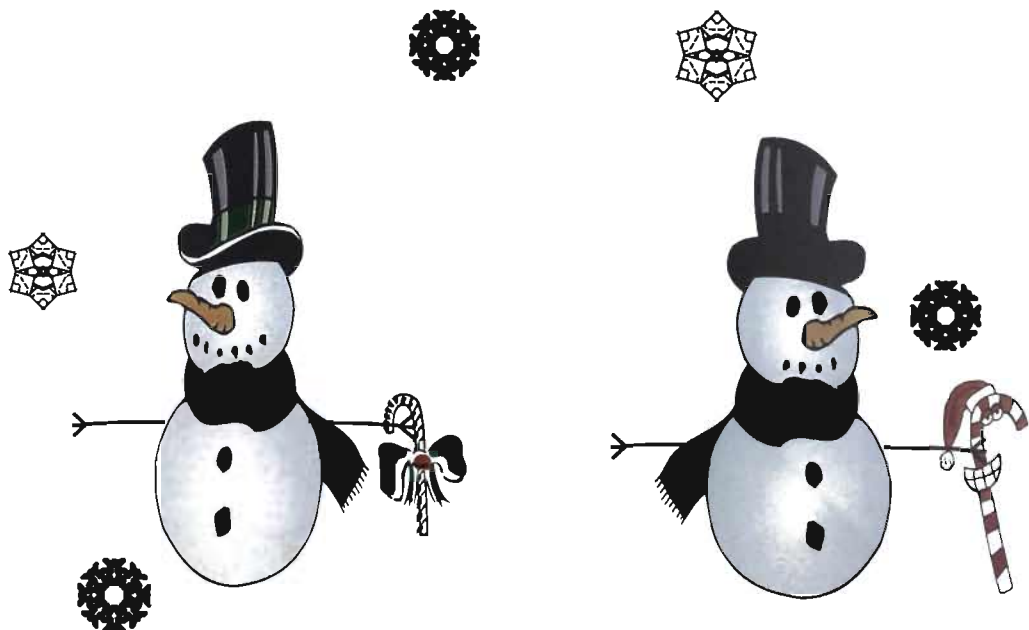




Bir xil predmetlarni, bir xil
rangga bo`ya

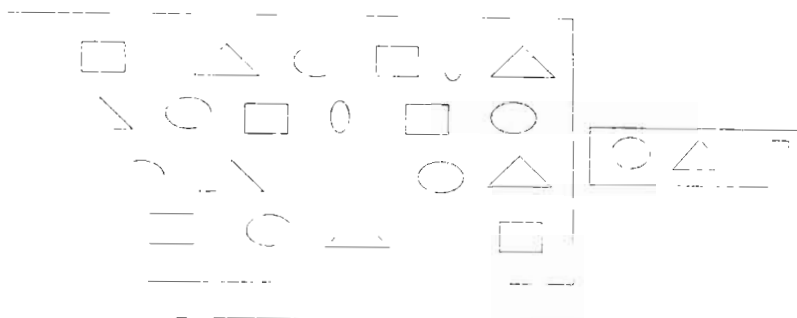


Ikki qorbola nimasi bilan farq
qiladi. Rasmdagi qor parchalarning
bir xilini top.



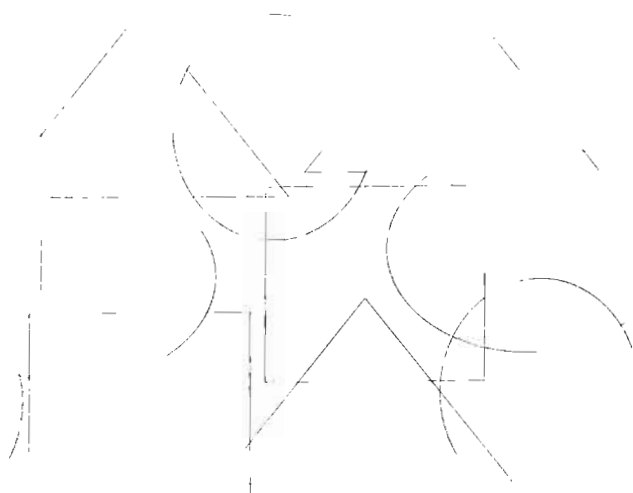


Ajratilgan fragmentni topib
ustidan yurgazib chiq



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Rasmda qancha va qanday
shakllarni ko`ryapsan





Rasmda qancha shakl borligini
sanab kerakli raqamni qo`y.



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Qaysi kapalak, qaysi gulga
kelib qo`nadi?



10



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Har bir iplar yo`nalishini harflar bilan
birlashtirib so`zni o`qi

A O L B L R A V E S Ch I N



Namunadagi bir xil shaklni topib,
ularni ko`rsatkichlar bilan juftlashtir.





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Ikkita bir xil uyni top



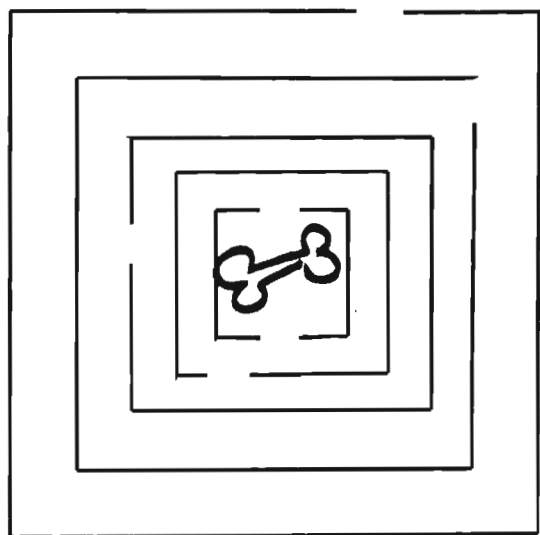


Har bir uychaning derazasini,
olmaning shoxini, gulning
o`rtasini chizib rasmni tugat.



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Itni suyakka yetishishiga
yordam bering





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Tasvirlangan rasmlarni topib ber,
hamda har bir guruhdagi
predmetlarni umumlashtirib nomla





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Kvadrat ichidan quyidagi
so`zlarni top

GULDON

FILChA

QO`G`IRChOQ

GUL

O M Q I L Ch

O` F B A Y K

T F S Z L P

R G U D Q T

M I P H N Sh

N K J E X V



Berkingan so`zlarni o`qi

AYTAM
KITOB
QILAM

BOLMA
AYTAM



?

Har bir harf va son necha
marta uchraydi?

B
3
S
2
K
4
5
1

S	3	1	B	4
2	B	3	5	S
K	4	2	1	B
5	3	S	5	1
B	K	5	4	K

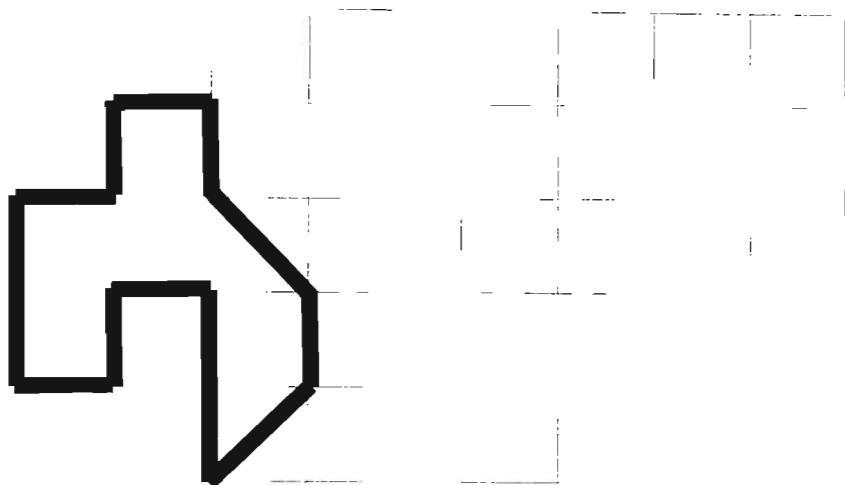


Rasmni tugat, etishmaydigan
qisimni chiz

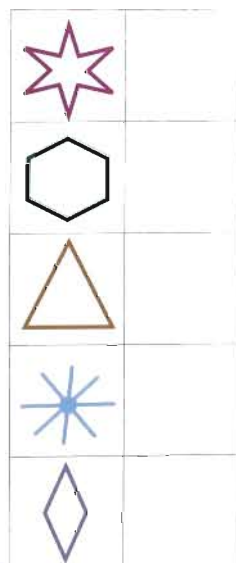
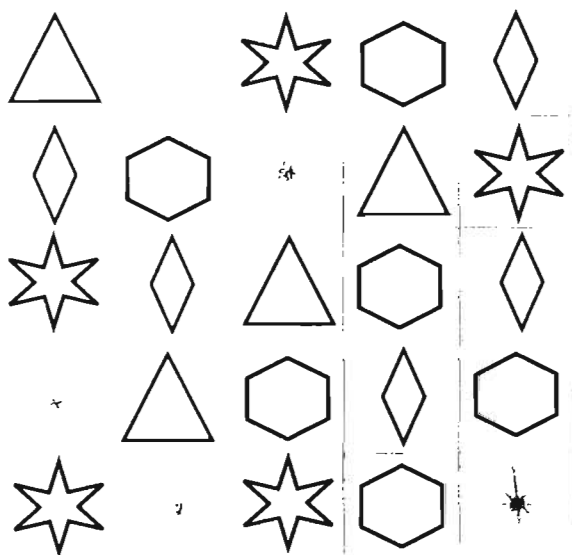




O`ng tomonga huddi shunday
shakni, shu kattalikda chiz



Ayni shu shakl necha maratta uchrashini sanab yoz

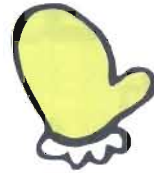
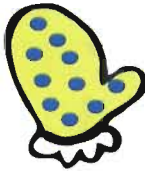


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Chiziqlar bilan qo`lqop juftlarini
birlashtir



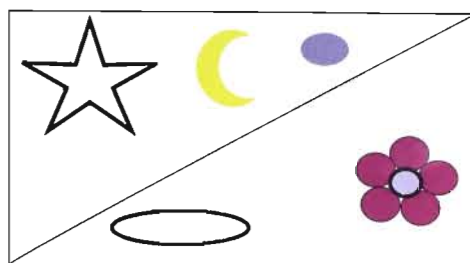
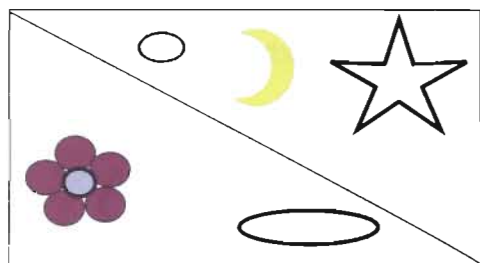
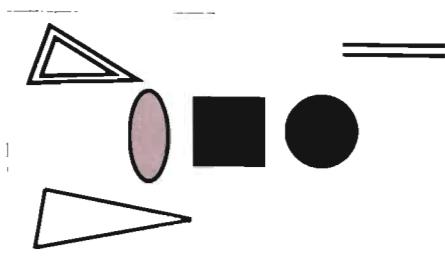
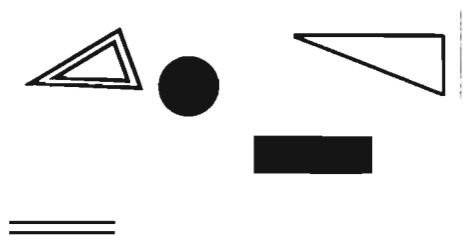
Ko`rsatkichlarni namunadagidek
shakllarga jo`ylashtir

- + V O



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Rasmlarni taqqoslab, farqini top

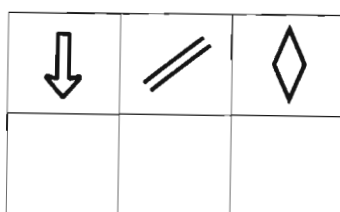
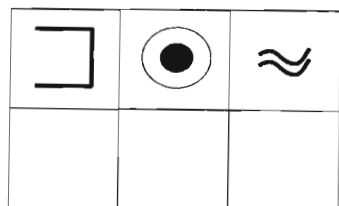
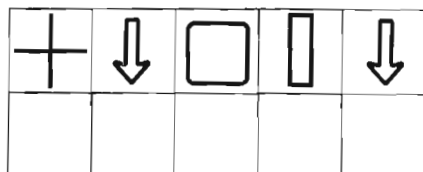
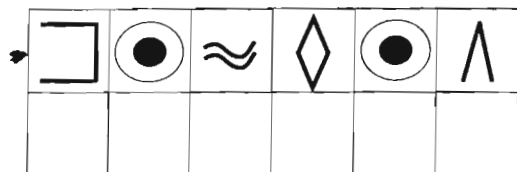


Ikkita bir xil bargni top





Belgilar yordamida maqolni o`qi



□	□	+	▮	↓	∧	≈	●	◇	∥
S	N	T	D	A	M	G`	O	L	Q

XOTIRA

Individning o'z hayotiy tajribasini esda olib qolishi, esda saqlab turishi va keyinchalik esga tushirishini xotira deb ataladi. Materialni esda olib qolish hayot faoliyati davomida individual, ya'ni shaxsiy tajribani to'plash bilan bog'liqdir. Har bir elementlarni keyingilari bilan bog'lash uchun esda saqlashni albatta taqazo etadi.

XOTIRA Inson shaxsining birligi va bir butunligini ta'minlaydi.

Quyidagi o'yinlarda farzandingiz xotirasini rivojlantirishga va maktabda darslarni eslab qolishga bajarishga yordam beradi.





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Rasmga qarab eslab qol, so`ng
keyingi varoqdagi rasmlarni xam
qarab ol va rasmlar farqini top





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10 sekund davomida
rasmlarni qarab ol, so`ng kitobchani
berkitib eslab qolgan predmetlarni
nomlab ayt



She`ni ifodali o`qib ber.
Sabzavotlar

Xolam uyga olib keldi bozordan:

karam, sabzi, kartoshka,
lavlagi, nuxat, petpushka.

Sabzavotlar baxs ochdilar stolda,
inson uchun qaysi yaxshi va foyda ?

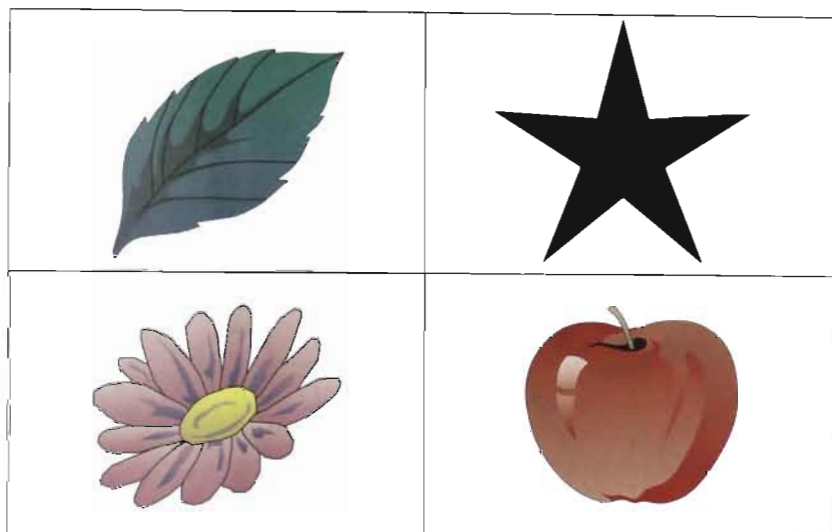
Kartoshkami, sabzimi, karammi,
lavlagimi, nuxatmi, petrushkami.

Uy bekasi qanday sabzavotlarni olib kelganligini
eslab qolishga xarakat qil

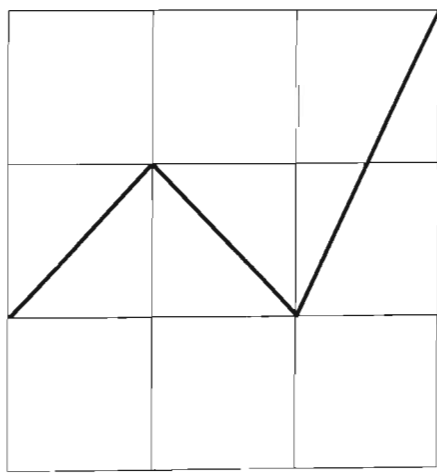
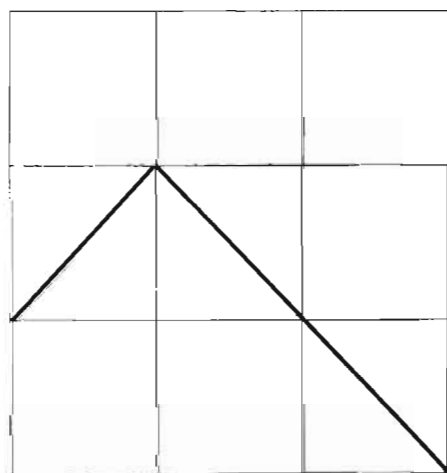


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Kataklar ichidagi shakllarni eslab
qol, xamda keyingi betdagi rasmlarni
ko`rib, qaysi biri o`zgarishini va paydo
bo`lgan yangilarini ayt



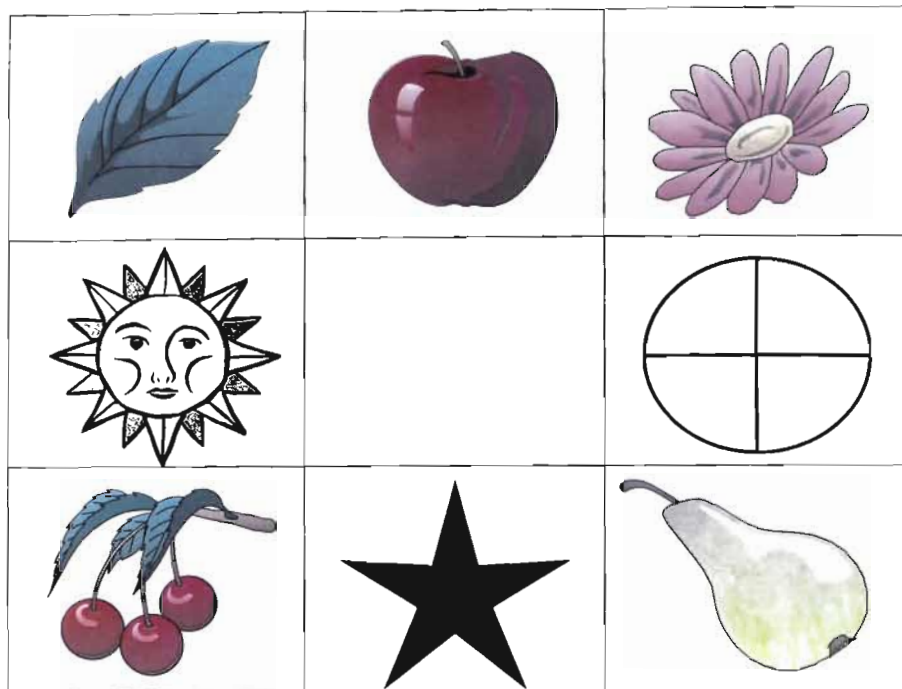
Shakllarni joylashishini eslab
qol va keyingi betga nazar sol



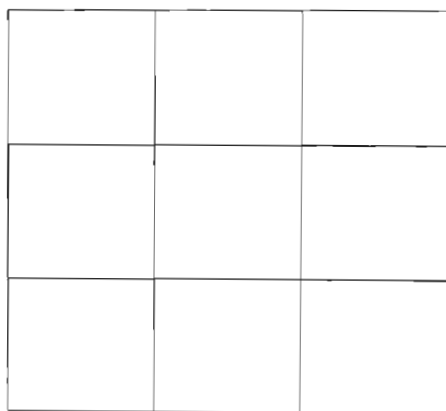
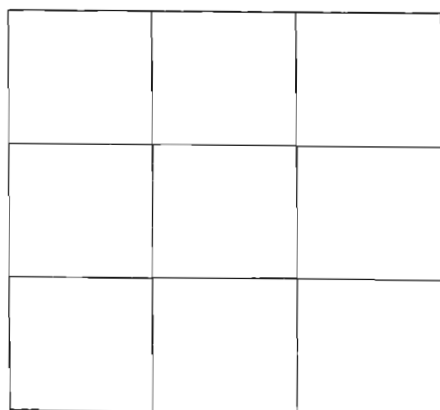


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Oldingi betdagi predmetlar
bilan taqqoslang



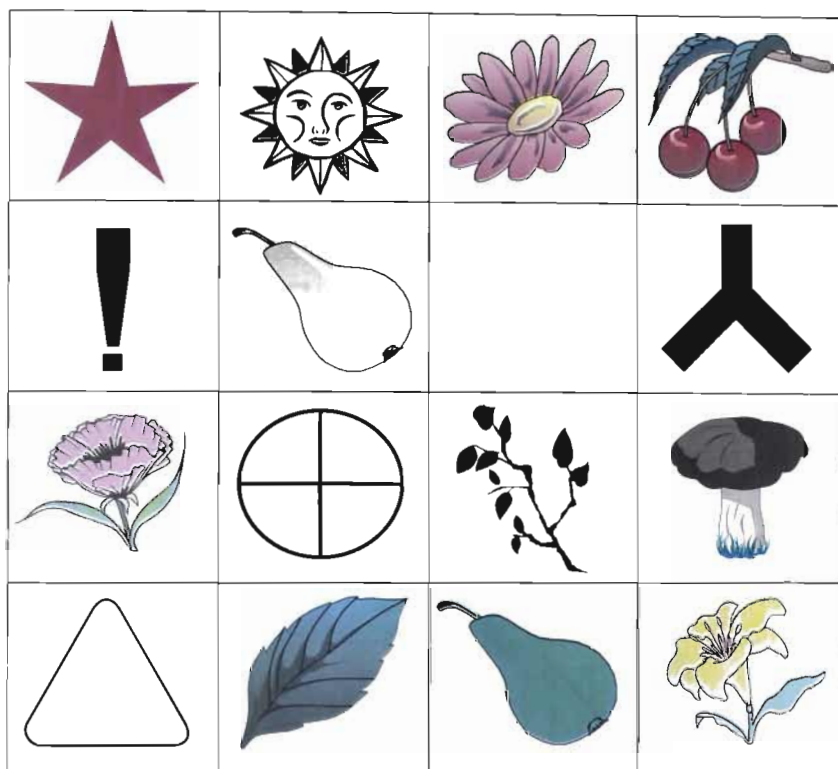
Oldingi betdagi eslab qolgan
shaklni bo`sh kataklarga chiz



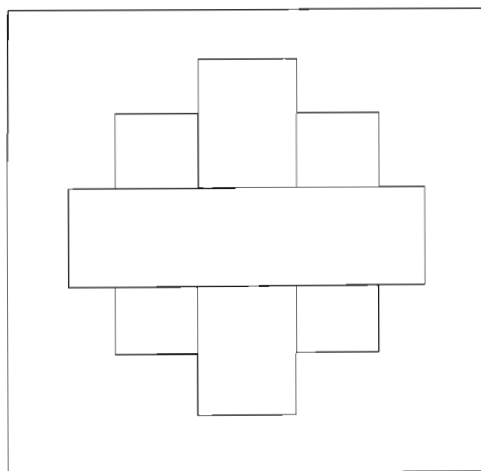


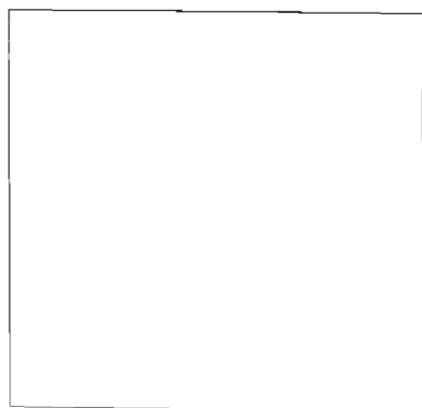
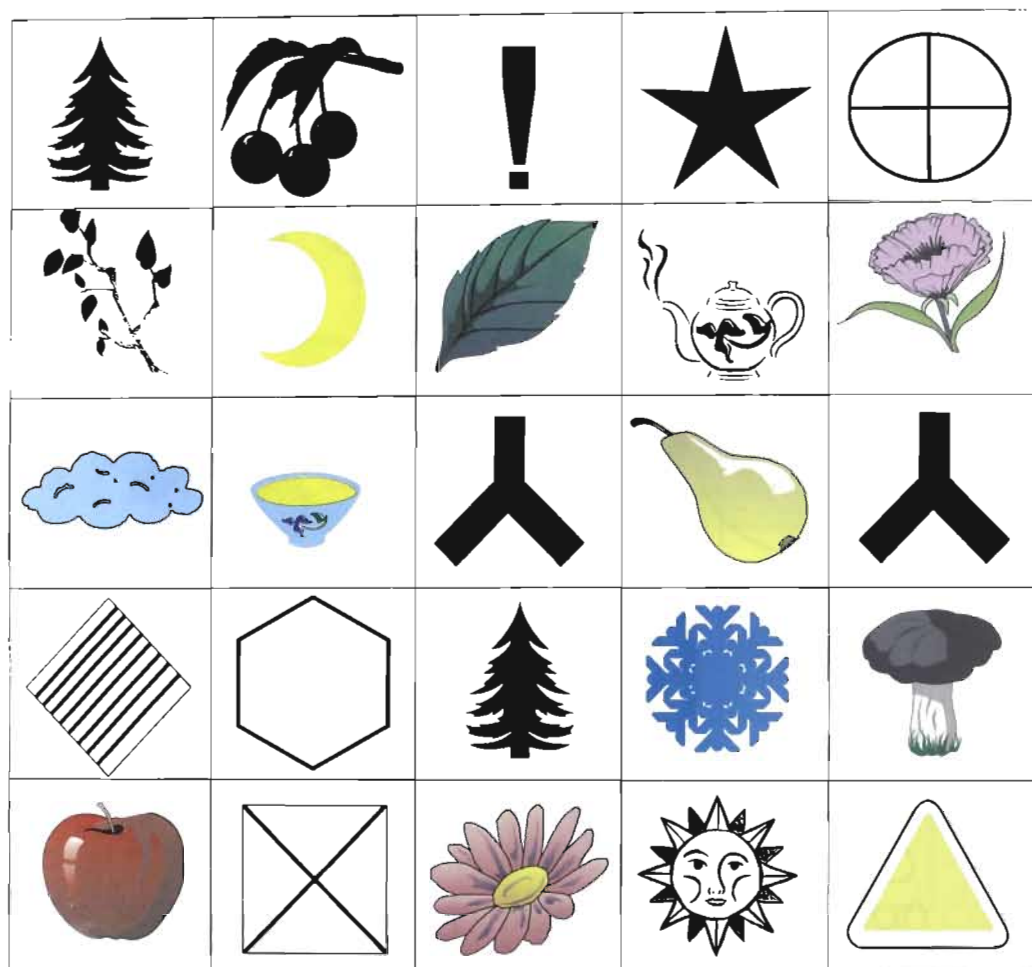
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Keyingi betni ochib yangi
predmetni top



10 sekund davomida
rasmga qarab ol va
shaklni eslab qol





Oldingi betda eslab qolgan
shaklni chizishga xarakat qil



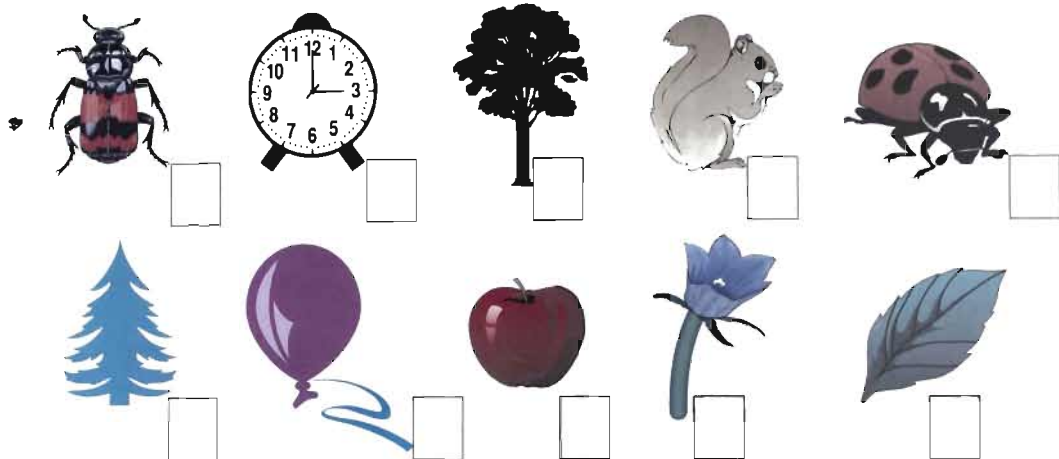
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Rasmdagi predmetlarni qarab ol,
eslab qolishga harakat qil va keyingi
betdagi vazifani bajar

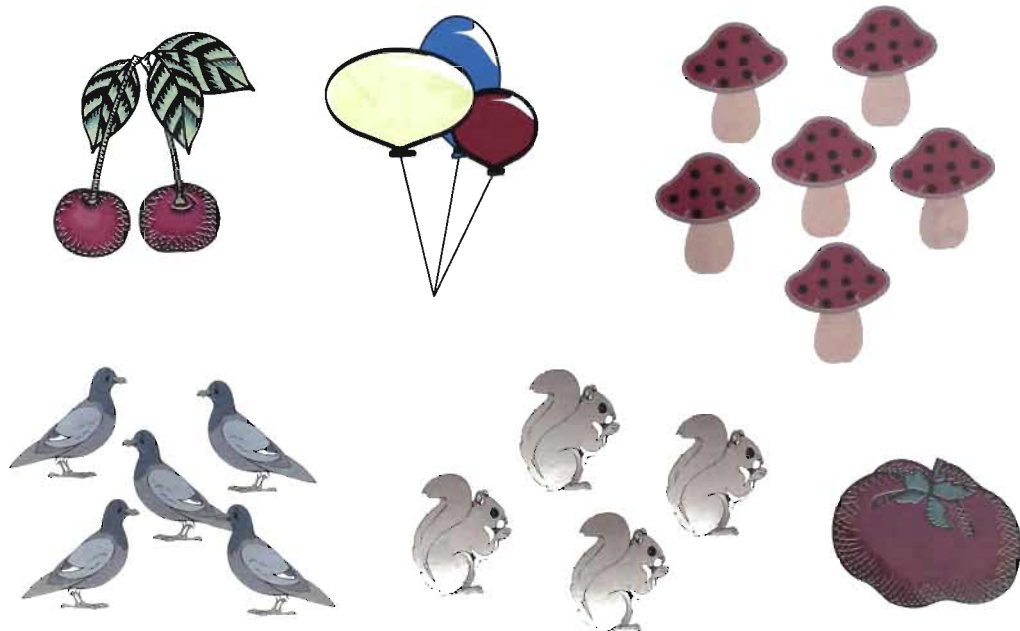




Oldingi betdagi uchratgan
rasmingizni belgilab chiqing



Har bir rasmda nechtdan predmet borligini
sanab ko`r, kitobni yopib ular sonini sanab
eslashga harakat qil





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Juftini eslab qol



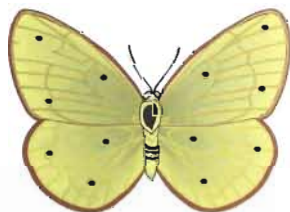
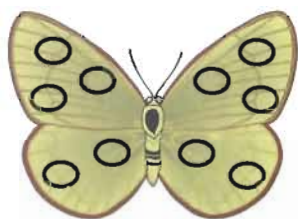
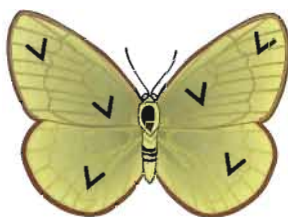
Eslab, har bir predmet rasmini chiz





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Kapalak qanotidagi belgilarni
eslab qol va keyingi betga qara



So`zlarni eslab qol. Kitobni yopib ularni
eslashga harakat qil

45

Uy, bog`cha, o`yinchoq, maydoncha, stol, kitob, singil,
qo`g`irchoq, radio.



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Kapalaklar qanotidagi belgilarni
eslab chiz



10 sekund davomida rasmlarga
qarab ol. Kitobni yopib, xuddi shunday
ketma-ketlikda rasmlarni chiz





A 5x5 grid of black dots on a white background. The dots are arranged in a regular pattern, with one dot missing from the bottom-right corner (row 5, column 5).

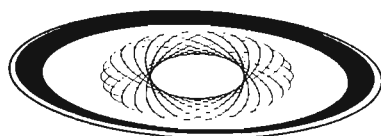
An illustration of five different fruits, each served on a uniquely decorated plate. The fruits are arranged in a circular pattern around a central plate of grapes. The top-left plate is yellow with a green border and holds a purple plum with a single green leaf. The top-right plate is white with a red border and holds a green pear. The center plate is light blue with a white border and holds a bunch of green grapes. The bottom-left plate is white with a black border and holds a pomegranate. The bottom-right plate is white with a blue border and holds a brown fruit, possibly a peach or apricot, with a green leaf.



Oldingi betdagidek, nuqtalarni
o`z joyiga joylashtir



Eslab har bir likopchaga kerakli mevani joylashtir





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Har bir predmetga ta'luqli
shaklni eslab qol





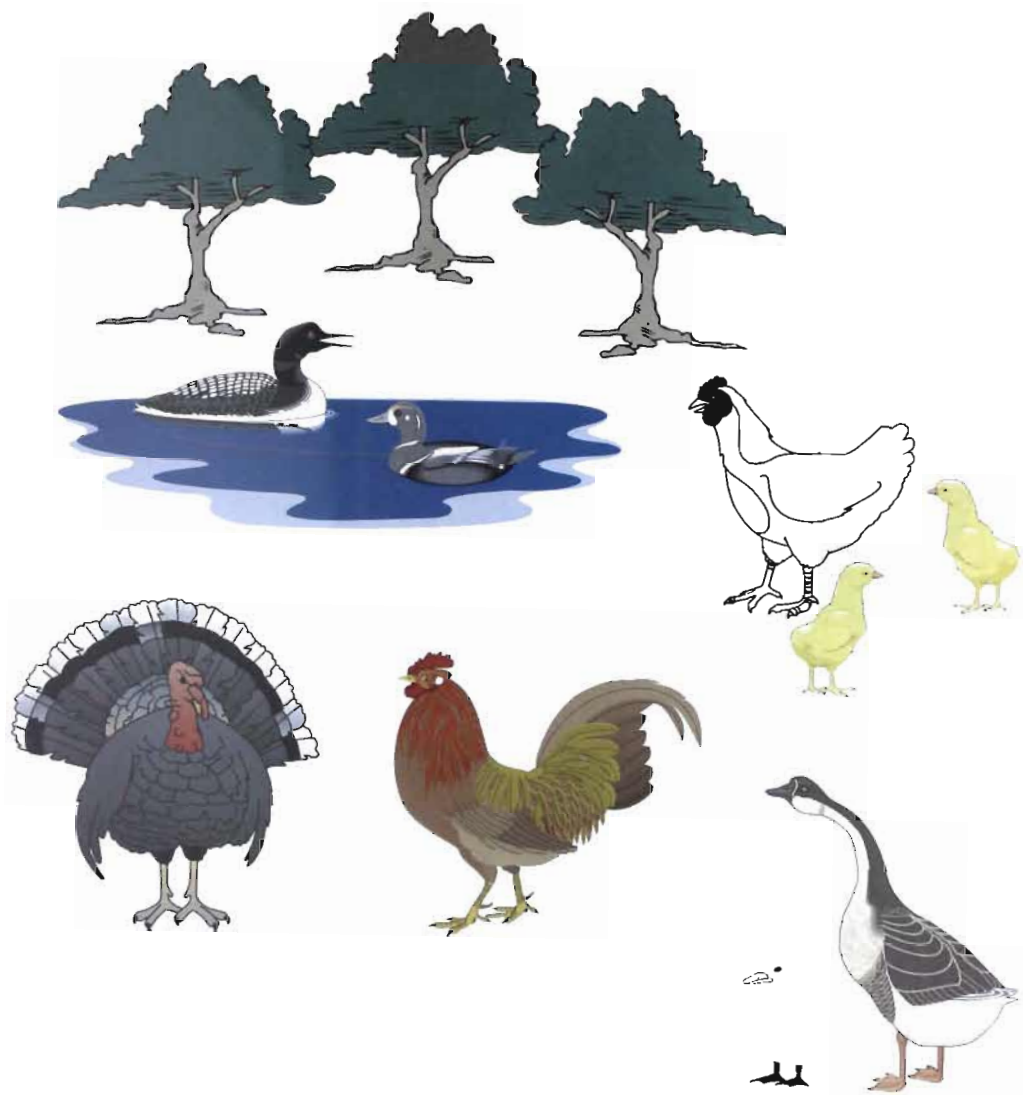
Bo`sh kataklarga, rasimga
mos shaklni chiz





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Rasmni ko`rib eslab qol, kitobni
berkitib savollarga javob ber



1. Rasmda nechta daraxt bor?
2. Rasmda necha xil paranda tasvirlangan?
3. Qaysi parranda suzyapti?
4. Xo`rozlar nechta?



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Rasmni kuzatib eslab qol, kitobni
yopib savollarga javob ber

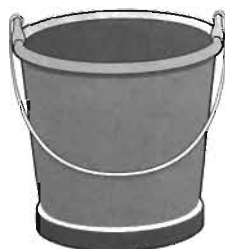
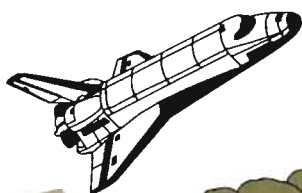


1. Rasmda nechta qush tasvirlangan?
2. Qaysi qush qaerda joylashgan?
3. Rasmdagi qishlovchi qushlarni va bahorda uchib keluvchi qushlarni nomlab ayt?



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10 sekund rasmlarga qarab ol,
so`ng kitobni berkitib, rasmda
nimalar borligini eslab ayt

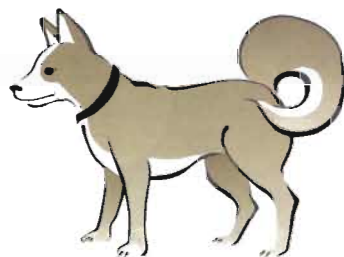
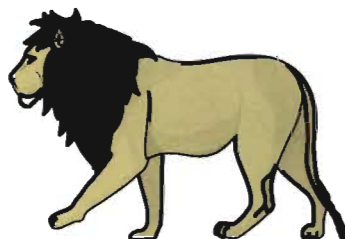


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Rasmda qaysi hayvon rasmi
chizilganligini eslab qol, so`ng kitobni
berkitib, hayvonlar nomini nomlab ber



TAFAKKUR

TAFAKKUR - Sotsial salbiy, nutq bilan chambarchas bogʻliq muhim bir yangilik qidirish va ochishdan iborat psixik protsesdir, boshqacha qilib aytganda, tafakkur voqelikni analiz qilish sintez qilishda uni bevosita va umumlashtirib aks ettirish protsessidir. Tafakkur amaliy faoliyat asosida xususiy bilishdan paydo boʻladi va xususiy bilish chegarasidan ancha tashqariga chiqib ketadi. Masalan, har bir maktab oʻquvchisi biror oʻquv vazifani yechar ekan, oʻzi uchun qandaydir yangilik ochadi.

Qoʻllanmadagi topshiriqlar oddiydan murakkabga tomon tuzilgan. Shuning uchun topshiriqlar ketma ketligini oʻzgartirmay bajarish kerak. Agar farzandlingiz vazifani tushunmasa, yana takroran tushuntiring, keyingi topshiriqqa oʻtish uchun avvalgi topshiriqlar bajarilgan boʻlishi shart. Albatta ish davomida, farzandlingizni maqtab ragʻbatlantirib borishini unutmang.

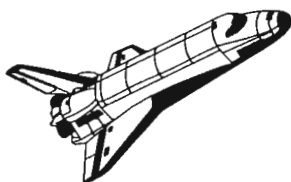
OMAD SIZGA YOR BOʻLSIN.



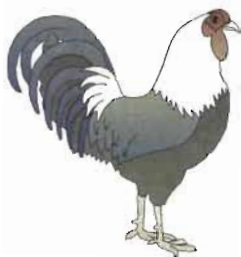


?

Nima ortiqcha, nima uchun?



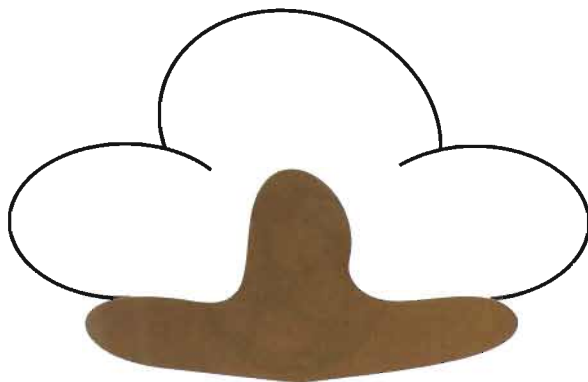
Yetishmaydigan bo`lakni
chizib to`ldir



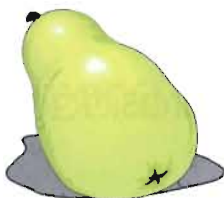


?

Paxtani yana nimaga o`xshatyapsiz ?



Nima ortiqcha? Nima uchun?





Pastki qatorga predmetlarni shunday
joylab chizginki, i bayroqcha chelakdan
o`ng tomonda, koptokdan esa chap
tomonda bo`lsin



?

Rasmlar orasidagi umumiylikni top





Rasmdagi predmetga mos
rasm juftini topib chiz



Rasmni davom ettirsang gul rasmi xosil bo`ladi





?

Nima ortiqcha, nima uchun?



Juftini top va chiziq bilan birlashtir



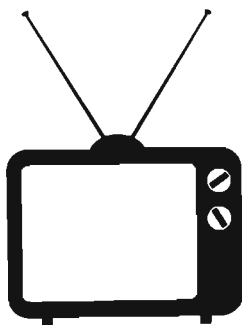


?

Sartorosh bilan oshpazga o`z ish
qurollarini topishga yordam ber



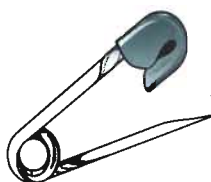
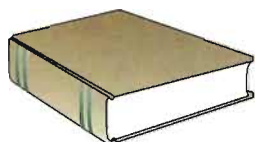
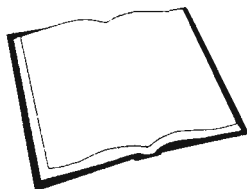
Shakillarni to`ldirib predmet hosil qil





?

O`quvchi papkasiga nimalarni
joylashi kerak?

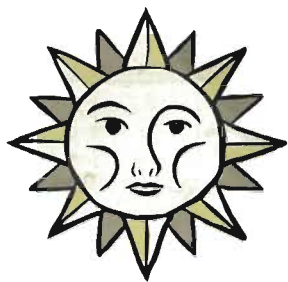


Doiralarni qizil rangda, mayda
shakllarni yashilda, kvadratlarni sariq
rangda bo`ya



?

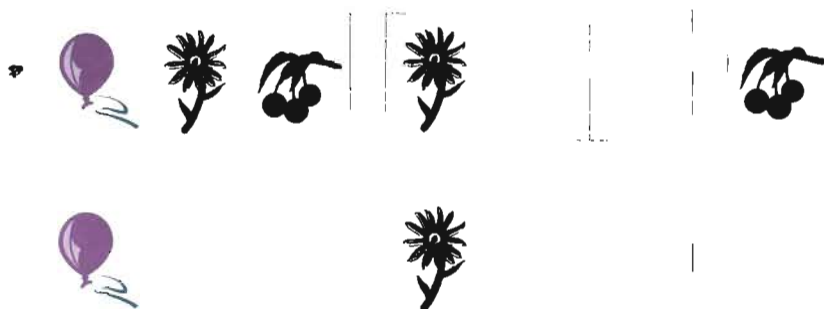
Qarama-qarshi ma`noli
rasmlarni top



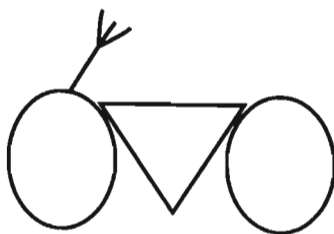
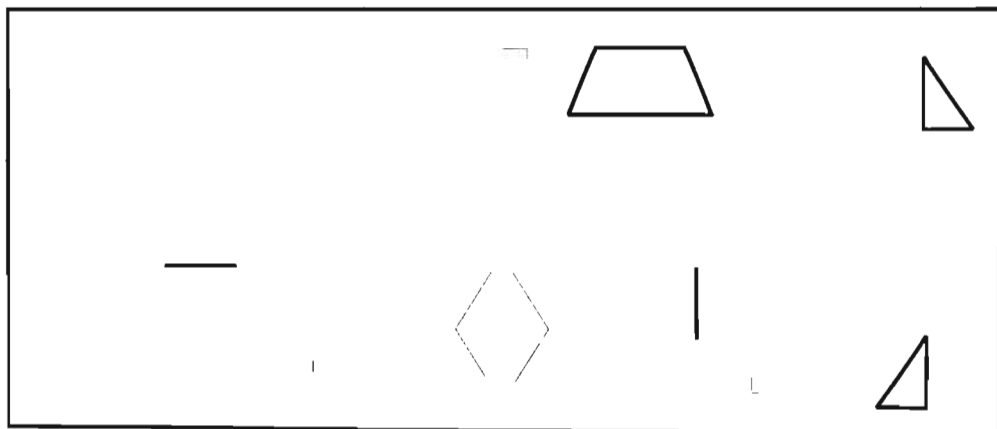


?

Rasmlarni har-hil usulda
joylashtirishga harakat qil



Geometrik shakllar yordamida
predmet hosil qil



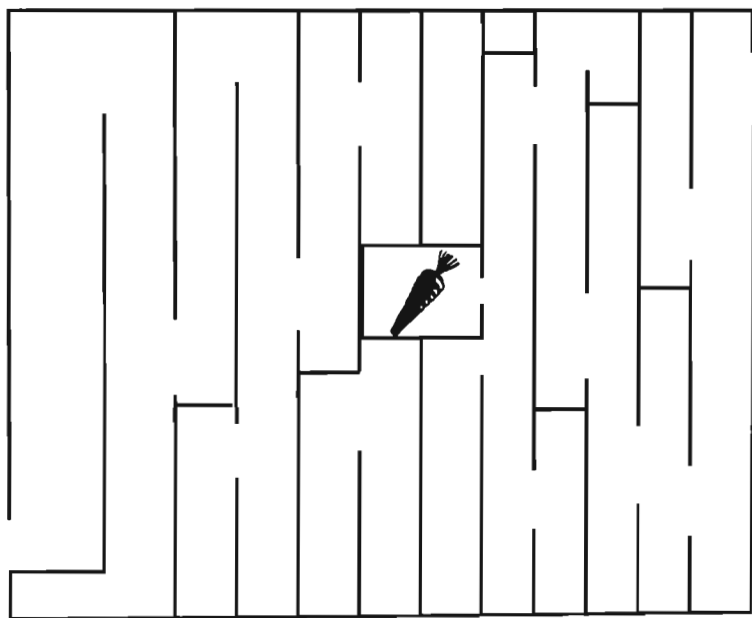


?

Nima ortiqcha va nima uchun?



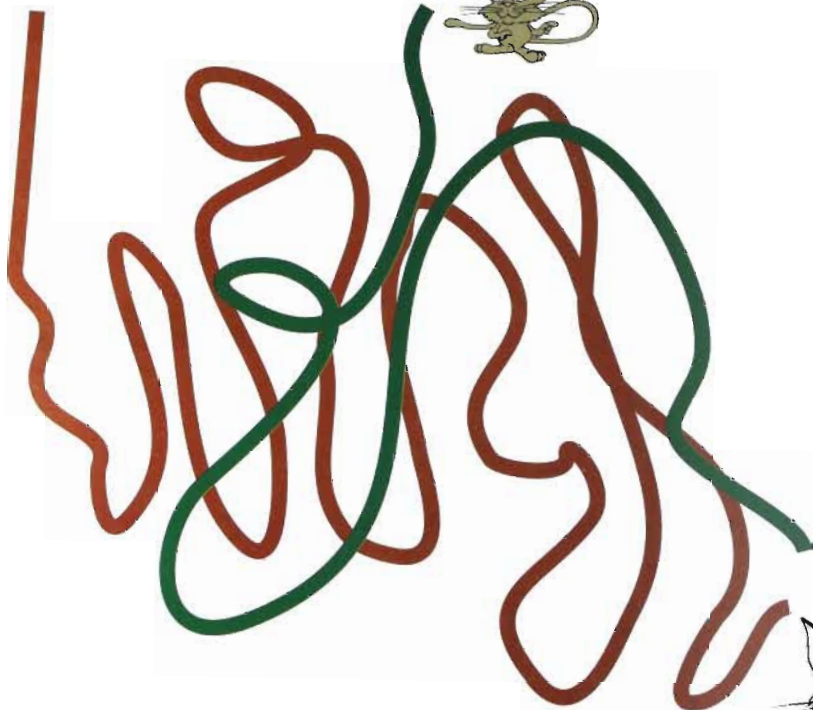
Sabzini qaysi quyon birinchi bo`lib topadi?





?

Mushuk qaysi yoldan yursa
sichqonni tutadi?



Kerakli ishoralarni qo`yib,
misolni to`ldir

$$4 \quad 3 = 7$$

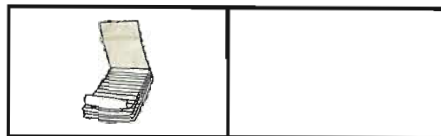
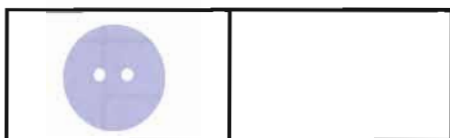
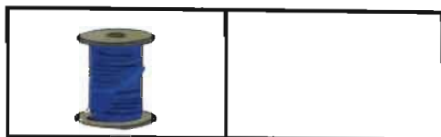
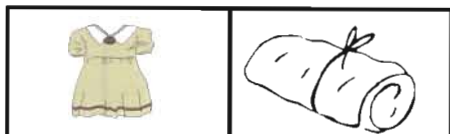
$$5 \quad 4 = 9$$

$$8 \quad 2 = 6$$

$$1 \quad 7 = 8$$

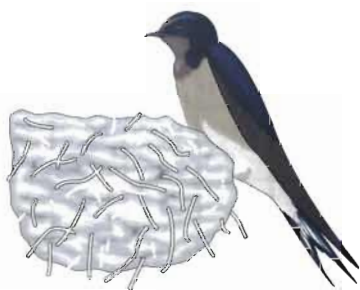


O`yla va bo`sh kataklarga
mos narsani chiz



?

Nima ortiqcha, nima uchun?

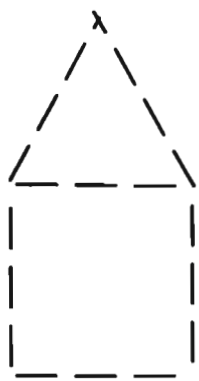
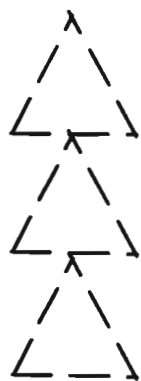
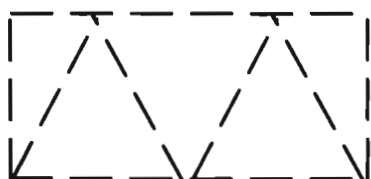
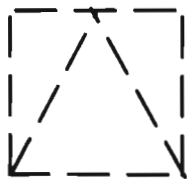




Rasm ketma-ketligini buzmagan
holda qatorni to'ldir



Qo'lingni uzmasdan shakllar ustidan
qalamda yurgazib chiq





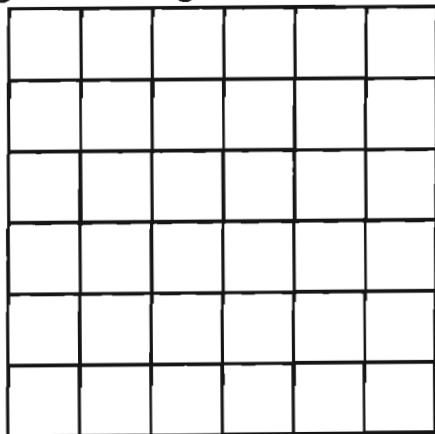
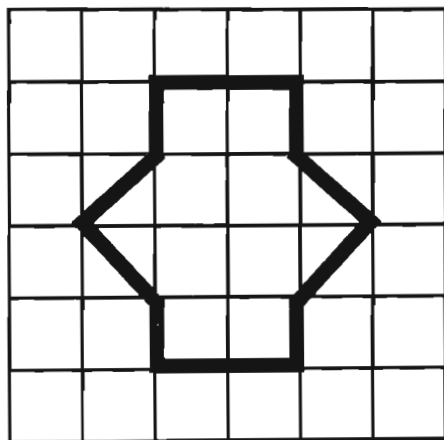
?

Kataklardagi raqamlar joylashishini
eslab qol va keyingi betni och

3	8	12	1
4	6	7	2
20	9	5	11



O`ng tomondagi shakllarga qara,
so`ng ularni berkitib, xuddi shunday
shaklni o`lchamini hisobga olgan
holda o`ng tomonga chiz





?

Raqamlar joylashishini eslab,
kataklarga joylashtir

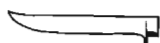
So`zlar juftini eshitib eslab qol, birinchi so`zlarni
berkitib, so`zlar juftini eslab ayt

Guldon - gul
shahar - ko`cha
mashina - g`ildirak

Qish - qor
o`rmon - qo`ziqorin
uy - deraza

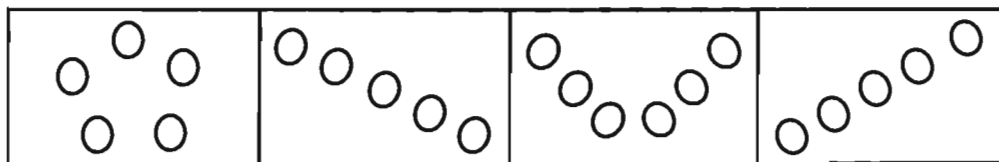


Shu shakllarni tugatib
idish-tovoqlarni hosil qil



?

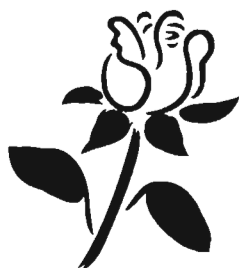
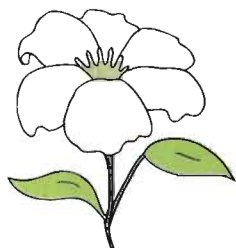
Brinchi va ikkinchi qatordan
ortiqcha shaklni rasmini top





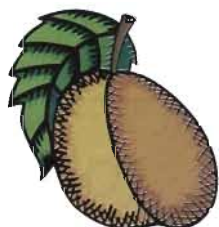
Gullarni shunday bo`yaginki, qizil gul,
sariq va ko`k gullar orasida bo`lsin.
Ko`k gulning oldida pushti gul bo`lsin

4



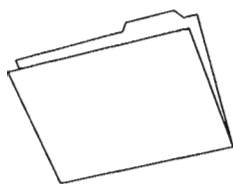
?

Nima ortiqcha, nima uchun?

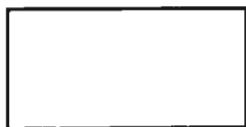
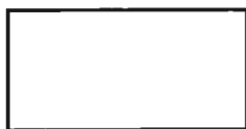
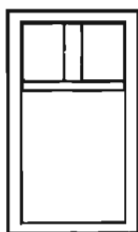




Rasmlar juftinil topib
ularni birlashtir

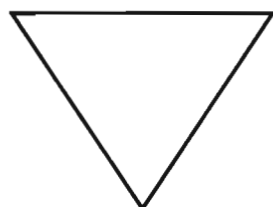
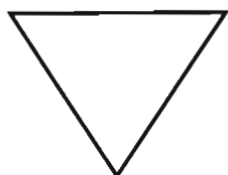
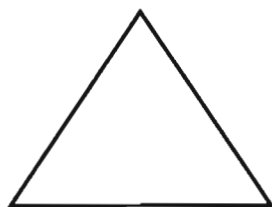
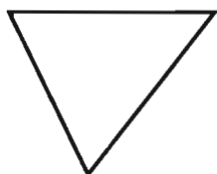
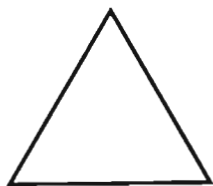


Shaklni davom etib, predmet hosil qil



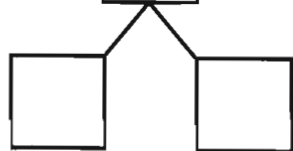


Shaklni tugat, predmet hosil qil

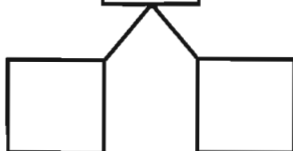


Raqamlarni teng bir xil songa bo`l

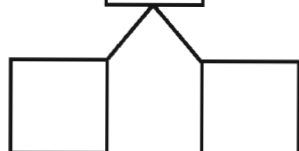
2



4



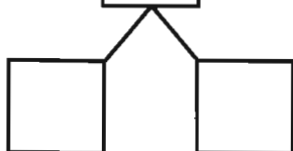
6



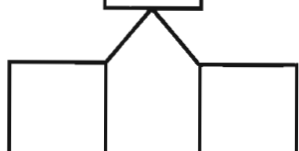
8



10

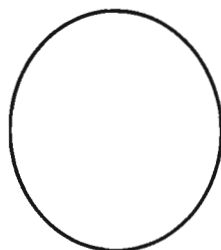
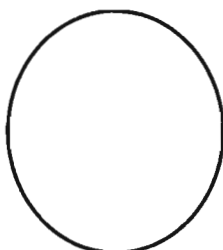
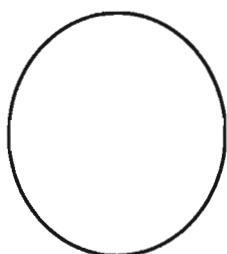
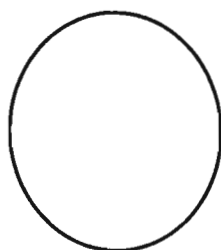
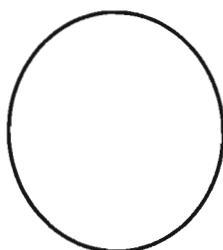
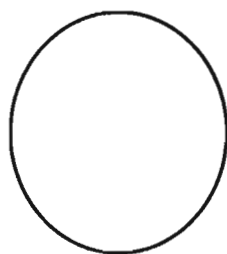


12





Shaklni davom et, predmet hosil qil



Tushib qolgan raqamlarni to'ldir

1	2			5				9	
---	---	--	--	---	--	--	--	---	--

10	9			6					1
----	---	--	--	---	--	--	--	--	---



Qo`shiluvchilar yig`indisini chiz



+



=

?



+



=



+



=



+



=



?

O`ylab javob ber



Nima og`ir ?

1kg - temirmi ?

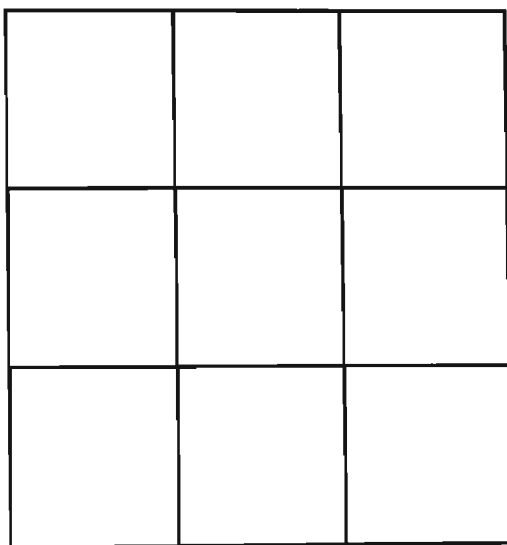
1kg - paxtami ?

1 yil - ko`pmi ?

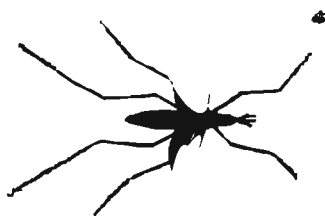
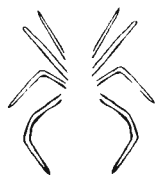
12 oy - ko`pmi ?



Kataklarga rasmlarni shunday
joylaginki, har bir qator va har bir
ustunda ular bittadan uchrasin



Hashorotlar rasmini hosil qilish uchun bu
elementlarni dovom etib chiz

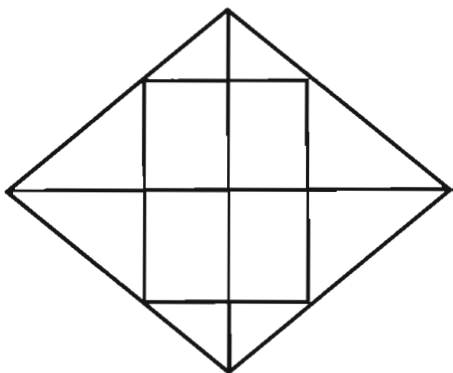
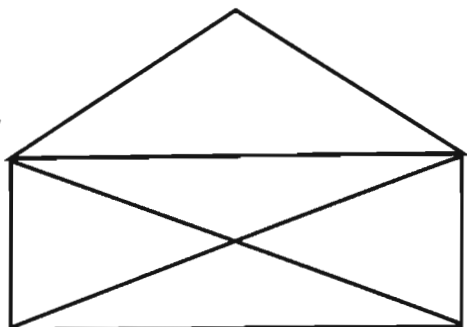




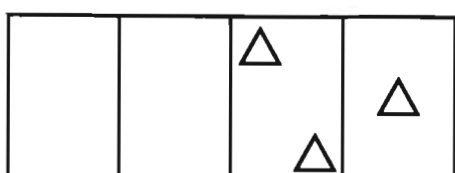
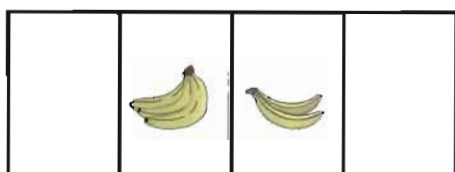
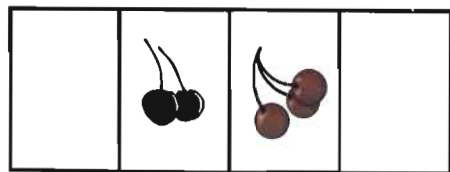
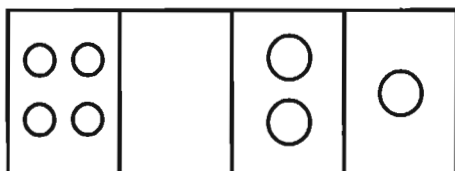
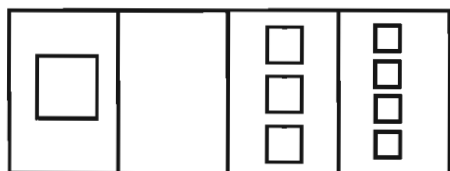
?

Nechta uchburchak va
to'rtburchaklar bor?

20

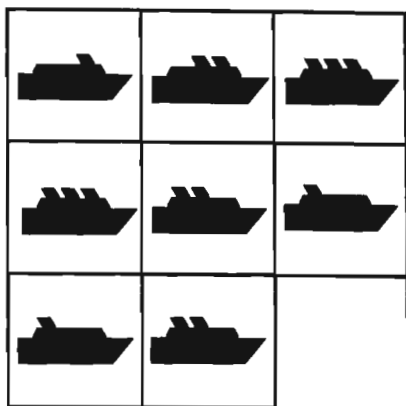
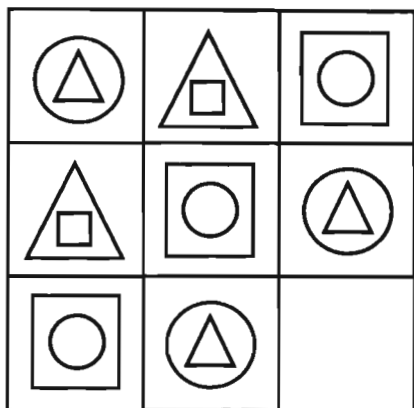


Bo'sh kataklarni to'ldir





Bo`sh katakni to`ldir



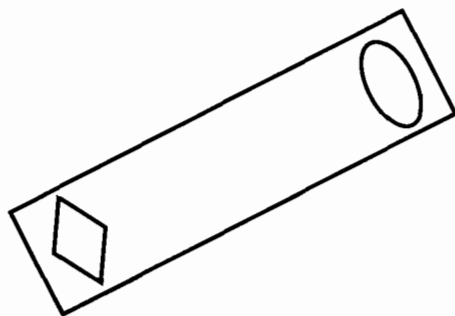
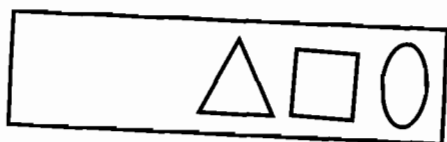
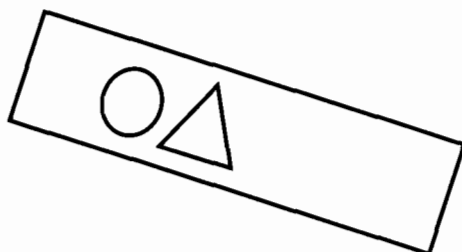
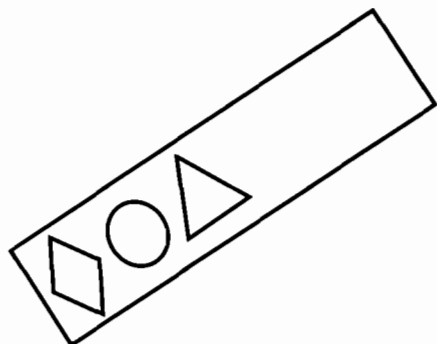
?

Har bir rasmda nechta predmetlar bor? Ularni umumlashtirib nomla





Rasmlar bir xil bo`lishi uchun
bo`sh kataklarga tushib qolgan
shakllarni chiz



Foydalangan adabiyotlar:

Gavrina S. Y. "Razvivayem mishleniye.."

Kutyavina N.L. "Razvivayem pamyat"

Toporkova I.G. "Razvivayem vnimaniye"

Sherbina S.V. "Logika"

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