



Metodika o'qitish bo'yicha qo'llanma



Donovan Solomons va Jasurbek Salayev

UO'K:
KBK:

Donovan Solomons, Jasurbek Salayev. Metodika o'qitish bo'yicha qo'llanma (barcha fanlar misolida) / [Matn]: Uslubiy qo'llanma / Donovan Solomons, Jasurbek Salayev - Xiva nashriyoti, 2025. - 348 b.

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ISBN:

**Ushbu uslubiy qo'llanma Xorazm viloyati PMM Kengashining 2025-yil 4-iyundagi 6-sonli buyrug'iga asosan nashrga ruxsat berildi.
Ro'yxatga olish raqami**

Ushbu uslubiy qo'llanma Xorazm viloyati Pedagogik mahorat markazi direktori Jasurbek Salayev tashabbusi bilan Xiva shahridagi Prezident maktabi o'qituvchisi, Markaz direktorining ta'lim sifatini oshirish bo'yicha maslahatchisi, xorijlik ekspert Donovan Solomons bilan hamkorlikda ishlab chiqildi. Samarali o'qitishning usullari, O'quvchi shaxsiga yo'naltirilgan ta'lim texnologiyalarini dars jarayonida qo'llash, sinfni boshqarish, baholash kabi tushunchalarga izohlar keltirilgan. Shuningdek, dars jarayonida qanday metodlar, yondashuvlar orqali o'quvchilarda kreativlikni, hamkorlikda ishlashni, muloqotga kirishishni va tanqidiy tahlil qilish kompetensiyalarini shakllantirishga yo'naltirilgan tavsiyalar berilgan. Ushbu qo'llanmada har bir o'quvchi rivojlanish imkoniyatiga ega bo'lgan inklyuziv muhitni yaratib, tabaqalashtirilgan ta'limni targ'ib qiluvchi strategiyalarga urg'u berilgan. Aynan mana shu individual ta'lim imtiyozlariga javob berish o'qitishni aloqaga aylantiradi. Pedagogik tamoyillarni o'rganishimiz o'qitish ham san'at, ham fan ekanligi haqidagi fikrni mustahkamlaydi. Tadqiqotga asoslangan va tajribadan ma'lumotga ega bo'lgan sog'lom pedagogika kontentni taqdim etishdan ko'proq narsani o'z ichiga oladi - bu qiziqishni rivojlantirish, tanqidiy fikrlashni rivojlantirish va o'z-o'zini boshqarishni rag'batlantirishdir. Iskala, proksimal rivojlanish zonasi, formativ fikr-mulohazalar va o'quvchilarning avtonomiyasi kabi tamoyillar nafaqat nazariy tushunchalar, balki ular o'quvchilarga kuch va ta'limni yuksaltiruvchi amaliy vositalardir. Shu o'rinda Har bir o'qituvchi motivator ekanligi va o'quvchilarning kelajagi pedagoglarning ta'limga bo'lgan yondashuviga bog'liq ekanligini uslubiy qo'llanmada yorqin namunasini ko'rishingiz mumkin. O'ylaymizki, ushbu uslubiy qo'llanma barcha fan o'qituvchilari uchun metodik tavsiyaviy xarakterga ega bo'lgan asosiy manba bo'lib xizmat qiladi.

Tashakkurnoma



Ushbu kitobning yaratilishi O'zbekiston Respublikasining yuksak salohiyatli va uzoqni ko'zlagan rahbarlarisiz amalga oshmagan bo'lar edi. Avvalo, O'zbekiston Respublikasi Prezidenti, muhtaram janob **Shavkat Mirmonovich Mirziyoyev**ga chuqur minnatdorchilik izhor etishim lozim. Davlatimiz rahbari tomonidan ta'lim sohasida ilgari surilayotgan konseptual qarashlar, xususan Prezident maktablari orqali amalga oshirilayotgan islohotlar, xalqaro raqobatbardoshlik va milliy taraqqiyotga qaratilgan zamonaviy yondashuvni o'zida mujassam etgan. Mazkur strategik yondashuv zamonaviy bilim va ko'nikmalarga ega, dunyoqarashi keng, raqobatbardosh shaxslarni tarbiyalashga xizmat qilmoqda. Shu bilan birga, u o'qituvchilarni tub islohotlar markaziga qo'yib, ta'lim jarayonida yuqori sifat, innovatsion yondashuv va pedagogik mukammallikni asosiy mezon sifatida belgilab bermoqda. Mazkur tashabbuslar doirasida malakali mahalliy pedagoglar va turli xorijiy mamlakatlardan jalb etilgan tajribali mutaxassislar o'rtasida samarali hamkorlik yo'lga qo'yildi. Bu esa ta'lim sifatining oshishi hamda ilg'or tajribalarning uzviy integratsiyasini ta'minladi.



O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri, hurmatli **Hilola Umarova** xonimga ham alohida e'tirof va chuqur minnatdorchilik bildiraman. U Prezidentimiz tomonidan ilgari surilgan konseptual g'oyalarni amaliyotga tatbiq etib, inklyuziv va yuqori sifatli ta'lim tizimini barpo etish yo'lida dadil islohotlarga boshchilik qilmoqda. Hilola Umarova xonim rahbarligidagi strategik tashabbus markazida o'qituvchi shaxsi va uning ta'limiy jarayonlardagi asosiy harakatlantiruvchi kuch sifatidagi o'rni turadi. Ularning professional rivojlanishi, salohiyati va fidoyiligi ta'lim sohasidagi transformatsiyaning kaliti sifatida e'tirof etiladi. Vazirning ustuvor maqsadlari — barcha o'quvchilar, ayniqsa iqtidorli yoshlar uchun ta'limga teng va keng imkoniyatlar yaratish, ta'lim sifatini oshirish hamda zamonaviy, jadal o'zgarib borayotgan dunyoda ularning muvaffaqiyatli faoliyat yuritishiga zamin hozirlashdir. O'zbekiston yoshlari va keng jamoatchiligi uchun ezgu maqsadlar yo'lida yondashilgan ushbu yuksak intilish va islohotlar ruhi aynan mana shu Metodik qo'llanmani yaratishimga ilhom berdi. Umid qilamanki, mazkur qo'llanma hozirgi va kelajakdagi o'qituvchilar uchun muhim ilhom manbaiga aylanadi.



Hurmatli **Jasurbek Salayev** janoblariga ham alohida minnatdorchilik bildirib o'taman. Sizning ilg'or g'oyalaringiz, ijobiy fikrlash tarzlariningiz va strategik qarashlaringiz yuksak ilhom manbai bo'lib xizmat qilmoqda. Prezident maktabi bilan Xorazm viloyati Pedagogik mahorat markazi o'rtasidagi samarali hamkorlikni yo'lga qo'yish borasidagi tashabbuslaringiz ta'lim jarayonida mazmunli va samarali o'qituvchi malakasini oshirish tizimini shakllantirishga xizmat qildi. Siz rahbarlik qilayotgan markazda master-klasslarning joriy etilishi, metodika bo'yicha amaliy mashg'ulotlar va o'quv-treninglar tashkil etilishi o'qituvchilarning kasbiy va shaxsiy rivojiga ijobiy ta'sir ko'rsatdi hamda ularni yangilikka ochiq, tashabbuskor va jasoratli bo'lishlariga undadi. Ushbu hamkorlik orqali Prezident maktabidagi o'qitish va o'rganish muhitini Pedagogik mahorat markaziga integratsiya qilish imkoniyati yaratildi, bu esa o'qituvchilar tayyorlash sifatiga sezilarli darajada ijobiy ta'sir ko'rsatdi. Ijodiy hamkorlikning natijasi o'laroq bugun barcha fan o'qiruvchilari amaliyotda qo'llay oladigan uslubiy qo'llanma yuzaga keldi va men o'ylaymanki, bu hamkorlik davom etajak.



Xiva shahridagi Prezident maktabi direktori, hurmatli **Sattorbek Yo'ldashev** janoblariga alohida e'tirof va samimiy minnatdorchilik bildiraman. Sizdek iqtidorli, zukko va salohiyatli yosh rahbar bilan ishlash men uchun katta sharaf bo'ldi. Sizning o'ziga xos yetakchilik uslubingiz har bir insonning o'z salohiyatini to'liq ro'yobga chiqarishiga imkon yaratadi. Agar Sizning doimiy qo'llab-quvvatlashingiz va ilhomlantiruvchi rahbarligingiz bo'lmaganida, ushbu qo'llanmani yakunlash jarayoni ancha murakkab va mushkul kechgan bo'lar edi. Ta'lim tizimiga, jamoangizga, maktabingizga hamda ushbu yurtida voyaga yetayotgan yosh avlodning kelajagiga bo'lgan chuqur mehringiz va fidoyiligingiz har bir so'zingiz va amalingizda yaqqol namoyon bo'ladi. Siz haqiqatdan ham ilhom bag'ishlaydigan shaxssiz.

Xorazm viloyati Pedagogik mahorat markazi huzuridagi Fanlarni rivojlantirish bo'limi bosh mutaxassisi, hurmatli **Zulfiya Sultanova** xonimga chuqur minnatdorchilik va samimiy tashakkur izhor etaman. Sizning tinimsiz mehnatingiz, doimiy rag'batlantirishingiz va qo'llab-quvvatlashingiz ushbu qo'llanmani yakunlashimda asosiy ilhom manbalaridan biri bo'ldi. Kitobning o'zbek tiliga tarjima qilinishidagi hissangiz doimo qadrlanadi.

Ushbu metodik qo'llanma Xorazm viloyati Pedagogik mahorat markazining fidoyi professor- o'qituvchilari, Xiva shahridagi Prezident maktabining ustozlari, shuningdek, o'z faoliyatida ushbu asardan foydalanishga ehtiyoj sezgan barcha o'qituvchilarga bag'ishlanadi. Men bu kabi sadoqatli va mehnatsevar insonlarni kam uchratganman. Dars rejalarini baham ko'rgan barcha o'qituvchilarga ham alohida tashakkur bildiraman. Sizlarsiz ushbu kitobda katta bir bo'shliq yuzaga kelgan bo'lar edi. Ammo eng asosiysi, ushbu kitob – bolalar, o'quvchilar, qalbimga chuqur ta'sir ko'rsatgan va bundan keyin ham meni ilhomlantirishda davom etadigan yosh avlod vakillariga bag'ishlanadi. Aynan ular bois men o'z g'oyalarimni, shuningdek, yetuk psixolog, pedagog va fasilitatorlarning qimmatli fikrlarini qog'ozga tushirishga kuch topdim.

– **Donovan Solomons**

MUNDARIJA:

A bo'limi. Kirish	8
1. Ta'lim samaradorligi:	9
2. O'quvchilarni jalb qilish:	9
3. Moslashuvchanlik va o'zgaruvchan sharoitlarga moslashish qobiliyati:	9
4. Kelajakdagi muvaffaqiyatga tayyorgarlik:	9
5. Baholash va fikr-mulohazalar:	9
6. Tarkibni o'zlashtirish:	10
7. Rejalashtirish va tashkil etish:	10
8. O'quvchilar bilan aloqa o'rnatish:	10
9. Kasbiy rivojlanish:	10
10. Mulohaza va tahlil:	10
11. Malaka oshirish:	10
Bo'lim 1. Pedagogik tamoyillar	11
O'quvchiga yo'naltirilgan ta'lim:	11
Faol ta'lim:	11
Differentsial ko'rsatma:	12
a) Tarkib:	12
b) Jarayon:	12
c) Mahsulot:	12
d) Ta'lim muhiti:	12
Baholash:	12
O'rganish uchun baholash:	13
Konstruktivizm:	14
2-bo'lim. Xatolar. Va xato qilishning ahamiyati.	14
3-bo'lim : O'qitish usullari	17
Ta'lim usullari nima?	18
Ta'lim metodlarining ahamiyati	18
Ta'lim usullarining turlari.....	19
1. O'qituvchiga qaratilgan ko'rsatmalar	19
2. O'quvchiga yo'naltirilgan/konstruktivistik yondashuv.	22
3. Differentsiallashgan ko'rsatma	25
4. Texnologiyaga asoslangan ta'lim.....	27
5. Loyihaga asoslangan ta'lim	30
6. Guruhda o'rganish.....	33
7. Individual ta'lim	35
8. So'rovga asoslangan ta'lim.....	38
9. Kinestetik ta'lim	40
10. O'yunga asoslangan ta'lim	42
11. Ekspeditsiyaviy ta'lim.....	44
12. Teskari o'qitish modeli	47
13. Rolli o'yinlar.....	49
14. Muammoli ta'lim.....	52
Turli xil o'qitish usullaridan samarali foydalanish: O'qituvchilar uchun maslahatlar.....	54
4-bo'lim : Samarali o'qitish, darsni rejalashtirish va darsni bajarish	55
Samarali o'qitish	55
Tarkibni bilish: samarali o'qitishning asosiy toshi	55
Ta'lim sifati	56
Ijobiy va qiyin o'qitish muhitini yaratish.....	58
Sinf boshqaruvi?	59
O'qituvchining e'tiqodi nima?	61

O'qituvchilar uchun professional xulq-atvor	63
Darsni rejalashtirish	64
Darsni rejalashtirishning ahamiyati (o'qituvchilar uchun)	64
Nima uchun bu muhim	64
Harakatdagi misollar	65
O'qituvchilar uchun sovg'a	65
5-bo'lim. O'rganish uslublari	67
1. Vizual (ko'rish) tarzda bilim oluvchilar	68
2. Eshitish orqali o'rganadigan o'quvchilar	70
3. O'qish va yozish orqali o'rganadigan o'quvchilar	72
4. Amaliy-harakatlar orqali axborotni o'zlashtiruvchi o'quvchilar	74
6-bo'lim: Sinfni boshqarish	76
O'qituvchilar uchun sinf boshqaruvi: ijobiy va samarali ta'lim muhitini yaratish	76
1. Sinfda izchil tartib-intizomning ahamiyati	78
2. Aniq kutish mezonlarini belgilash	79
3. Sinf xonasining tartibi	80
4. Sinfda o'quvchilarning fikr-mulohazalarining kuchi	83
5. Sinfda ijobiy mustahkamlash kuchidan foydalanish	85
6. Turli xil ta'lim strategiyalari	87
7. Samarali tartiblarni yaratish	89
8. Nizolarni hal qilish: o'quvchilarda hayot davomida qo'llaniladigan amaliy ko'nikmalarni rivojlantirish	95
9. Sinfni boshqarish strategiyasi sifatida muntazam tekshiruvlardan foydalanish	97
10. Ta'lim berishda hazilning foydalari	100
11. Sinfda oqibatlar haqida samarali mulohaza qilish	102
12. Texnologiya integratsiyasi orqali sinf boshqaruvi kuchaytirish	105
13. Moslashuvchan o'rindiqlar tizimi	107
14. Sinfda hayajonni kuchaytirish	109
15. Kollektiv jazodan qochish	110
16. Sinfda xulq-atvorni modellashtirish: namuna ko'rsatish	114
17. Sinfda o'quvchilar tashabbusini qo'llab-quvvatlash	118
18. Tengdoshlar bilan o'qitishni sinfga kiritaman	119
19. Sinfda dars bosqichlari orasidagi uzviy va samarali o'tishlarni ta'minlash	123
20. O'qitishda o'z-o'zini aks ettirish kuchi	127
7-bo'lim: Baholash	132
O'qitishda baholash va baholashni tushunish	133
1. Sinfda dastlabki baholash (diagnostik baholash)	134
2. Dars jarayonidagi o'quv faoliyatini kuzatish	136
3. Formativ baholash	137
4. Summativ baholash	144
Xulosa	146

<i>Malumot :</i>	148
<i>Ilova A</i>	149
<i>Turli fanlar bo'yicha namunaviy dars ishlanmalari</i>	149

Note:

- This book is written in both Uzbek language and English language.
- The English version starts from page 164.

Kirish

Metodik darslik (qo'llanma)ning zarurati nimada?

Bugungi zamonaviy va rang-barang ta'lim muhitida o'qituvchining roli faqatgina bilim yetkazish bilan cheklanib qolmaydi. O'qituvchilardan ilhomlantirish, yo'l-yo'riq ko'rsatish va har bir o'quvchining o'ziga xos ehtiyojlariga moslashish talab etiladi. Metodika Qo'llanmasi o'qituvchilarga bu maqsadlarga erishishda amaliy va strategik yordam beruvchi vosita sifatida xizmat qiladi. Ushbu qo'llanma samarali o'qitish uslublari, dars berish strategiyalari va baholash metodlari haqida kompleks ko'rinishdagi ma'lumotlarni taqdim etadi. Maqsad – o'qituvchilarni faol, inklyuziv va o'quvchi markazli o'quv muhitini yaratishda zarur bilim va resurslar bilan ta'minlashdir.

Qo'llanmaning maqsadi va ahamiyati

a) O'qituvchilar uchun yo'riqnoma. Bu qo'llanma yangi boshlayotgan pedagoglar uchun asosiy strategiyalarni, tajribali o'qituvchilar uchun esa o'z amaliyotini takomillashtirish vositasini taklif etadi.

b) O'quvchiga yo'naltirilgan ta'limni rivojlantirish. Zamonaviy sinflarda har xil iste'dod, qiziqish va ehtiyojlarga ega o'quvchilar mavjud. Qo'llanma o'quvchilarni o'quv jarayonining markaziga qo'yishni va faol ishtirok, qiziquvchanlik va o'sishni rag'batlantiruvchi yondashuvlarni targ'ib qiladi.

c) Darsni rejalashtirish va o'quv jarayonini loyihalashni qo'llab-quvvatlash. Ushbu qo'llanmada dars maqsadlarini belgilash, o'qitish usullarini tanlash va natijalarni baholashga oid aniq mezonlar mavjud. Bu o'qituvchining o'quv dasturi maqsadlariga muvofiq dars tashkil etishiga yordam beradi.

d) Reflektiv amaliyotni rivojlantirish. O'qituvchilik – doimiy rivojlanishga ochiq jarayondir. Qo'llanma o'z amaliyotini tahlil qilish, yangicha yondashuvlarni sinab ko'rish va natijaga qarab moslashtirishni rag'batlantiradi.

e) Professional izchillikni shakllantirish. Bir nechta o'qituvchi ishlaydigan muassasalarda bu qo'llanma sifat va kutilyotgan natijalar borasida izchillikni ta'minlaydi. Bu esa umumiy pedagogik madaniyatni mustahkamlashga xizmat qiladi.

Diagramma: O'qitish va o'rganish sikli

(Rejalash → O'rgatish → Baholash → Mulohaza yuritish → Sozlash → Takrorlash)

• Infografika: Samarali ta'limning asosiy komponentlari

- Aniq maqsadlar
- Jozibali strategiyalar
- Formativ baholash
- Inklyuziv amaliyotlar

- Fikr va mulohaza
- **Diagramma: Ta'lim uslublarini o'qitish uslublariga moslashtirish**

O'rganish uslubi	Tavsiya etilgan usul	Asboblari
Vizual	Diagrammalar, videolar	Slaydlar, grafik organizatorlar
Eshitish	Munozaralar, ma'ruzalar	Podkastlar, og'zaki hikoyalar
Kinestetik	Amaliy faoliyat	Laboratoriya mashg'ulotlari, rolli o'yinlar
O'qish/Yozish	Jurnallar, o'qish vazifalari	Maqolalar, ish varaqlari

1. Ta'lim samaradorligi: Moslashtirilgan ko'rsatma. Qo'llanma o'qitish uchun asos bo'lib, muayyan ta'lim natijalariga erishish uchun qo'llanilishi mumkin bo'lgan turli usul va usullarni ko'rsatib beradi. Bu o'qituvchilarga eslab qolishdan tashqari, yanada qiziqarli va tushunishga asoslangan yondashuvga o'tishga yordam beradi. Turli metodologiyalarni tushungan holda, o'qituvchilar o'z o'quvchilari va mavzulari uchun eng mosini tanlashlari mumkin.

2. O'quvchilarni jalb qilish: Qo'llanmada faol ta'lim olish, o'qituvchilarni o'quvchilarni o'quv jarayoniga jalb etishga rag'batlantirish muhimligi ta'kidlangan. Turli metodologiyalar turli xil o'rganish uslublariga (eshitish, vizual, kinestetik) javob beradi, eslab qolish va tushunishni maksimal darajada oshiradi. Turli usullarni qo'llash orqali o'qituvchilar ijobiy ta'lim muhitini yaratib, o'quvchilarni qiziqish va motivatsiya qilishlari mumkin.

3. Moslashuvchanlik va o'zgaruvchan sharoitlarga moslashish qobiliyati: Qo'llanmada o'qitish usullarini turli fanlar, sinf darajalari va o'quvchilarning qobiliyatlariga moslashtirish bo'yicha ko'rsatmalar berilgan. Bu o'qituvchilarga individual o'quvchilarning ehtiyojlari va sinfning umumiy dinamikasi asosida o'z yondashuvlarini qanday o'zgartirish kerakligini tushunishga yordam beradi. Ushbu moslashuvchanlik o'qituvchilarga har bir o'quvchi uchun ko'proq shaxsiylashtirilgan ta'lim tajribasini yaratishga imkon beradi.

4. Kelajakdagi muvaffaqiyatga tayyorgarlik: Tanqidiy fikrlash, hamkorlik va muammolarni hal qilishga urg'u beradigan o'qitish usullari talabalarni kelajakdagi oliy ta'lim va ularning martaba muammolariga tayyorlaydi. Qanday qilib samarali o'rganishni o'rganish orqali o'quvchilar butun hayoti davomida qimmatli bo'ladigan umrbod ta'lim ko'nikmalarini rivojlantiradilar.

5. Baholash va fikr-mulohazalar: Qo'llanmada o'quvchilarning o'zlashtirishini baholash va samarali fikr-mulohazalarni taqdim etish bo'yicha ko'rsatmalar berilgan. Turli xil o'qitish usullari baholashga qanday ta'sir qilishini tushunib, o'qituvchilar aniqroq va mazmunli

baholashlarni yaratishi mumkin. Fikr-mulohaza ham o'qituvchilar, ham o'quvchilar uchun muhim vosita bo'lib, o'rganishni yaxshilash va taraqqiyotni kuzatishga yordam beradi.

6. Tarkibni o'zlashtirish: Qo'llanmada keltirilgan samarali o'qitish usullari o'quvchilarga kurs mazmunini o'zlashtirishga va uni turli kontekstlarda qo'llashni o'rganishga yordam beradi.

7. Rejalashtirish va tashkil etish: O'quv dasturlarini ishlab chiqish: Qo'llanmada o'quv dasturlarini rejalashtirish, darslarni loyihalash va baholash strategiyalari bo'yicha ko'rsatmalar berilgan. Resurslardan foydalanish: U o'quv tajribasini oshirish uchun tegishli resurslar, vositalar va texnologiyalarni taklif qiladi. Vaqtni boshqarish: Bu o'qituvchilarga darslarini samarali rejalashtirishga va vaqtni samarali taqsimlashga yordam beradi.

8. O'quvchilar bilan aloqa o'rnatish: O'zaro munosabatlarni o'rnatish: Qo'llanmada o'quvchilar o'zlarini qulay his qiladigan savollar berish va munozaralarda ishtirok etishlari mumkin bo'lgan ijobiy va qo'llab-quvvatlovchi ta'lim muhitini yaratish muhimligiga urg'u berilgan. Shaxsiy ehtiyojlarni tushunish: U o'qituvchilarni o'quvchilarni kuzatishga va ularning shaxsiy ehtiyojlari va ta'lim afzalliklariga qarab o'qitish usullarini moslashtirishga undaydi. Hamkorlikni rivojlantirish: Qo'llanma ko'pincha hamkorlikda o'rganishning afzalliklarini ta'kidlaydi va guruh ishi va muhokamalarini osonlashtirish uchun strategiyalarni taqdim etadi.

9. Kasbiy rivojlanish: Doimiy takomillashtirish. O'qitish metodikasi bo'yicha qo'llanma o'qituvchilarga yangi o'qitish usullari va ilg'or tajribalardan xabardor bo'lish imkonini beruvchi kasbiy rivojlanish uchun qimmatli manba bo'lib xizmat qiladi.

10. Mulohaza va tahlil: U o'qituvchilarni o'zlarining ta'lim amaliyotlari haqida fikr yuritishga va o'quvchilarning o'rganishini rag'batlantirishda ularning samaradorligini tahlil qilishga undaydi.

11. Malaka oshirish: Qo'llanma o'qituvchilarga sinfni boshqarish, baholash va texnologiya integratsiyasi kabi sohalarda o'z malakalarini rivojlantirish va oshirish imkoniyatlarini beradi.

Tajribamiz va ushbu qo'llanma bilan tanishish jarayonida biz odatiy sinfda amal qilishimiz kerak bo'lgan ko'plab asosiy qadriyatlarga doimiy ravishda murojaat qilamiz. Quyida ushbu qo'llanmada chuqurroq va batafsil o'rganiladigan ba'zi asosiy atributlar keltirilgan.

1-bo'lim

Pedagogik tamoyillar

O'qituvchilar sifatida biz bilim va inson salohiyati chorrahasida turibmiz. Bizning rolimiz kontentni yetkazib berishdan ancha uzoqda - biz qiziqishni uyg'otadigan, tanqidiy fikrlashni rivojlantiradigan va shaxsiy o'sishni rivojlantiradigan o'rganish tajribasini shakllantiramiz. Samarali o'qitishning zahirida asosiy pedagogik tamoyillar yotadi: ta'limni qanday loyihalash, o'quvchilar bilan o'zaro munosabatda bo'lish va inklyuziv, qiziqarli ta'lim muhitini yaratishga rahbarlik qiluvchi asosiy g'oyalar. Amaliyotingiz uchun poydevor qo'yayotgan yangi o'qituvchi bo'lasizmi yoki yondashuvingizni aniqlaydigan tajribali o'qituvchi bo'lasizmi, to'g'ri pedagogik tamoyillarni tushunish va qo'llash sizning darsingiz maqsadga muvofiq va ta'sirli bo'lishini ta'minlaydi. Ushbu tamoyillar nafaqat ta'lim tadqiqotlari bilan mos keladi, balki bugungi sinflarning dinamik, o'quvchilarga yo'naltirilgan haqiqatini ham aks ettiradi. Keyingi bo'limlarda biz mazmunli o'rganishni qo'llab-quvvatlovchi, tenglikni ta'minlovchi va o'quvchilarga o'z ta'lim yo'lining faol ishtirokchisi bo'lish imkoniyatini beruvchi asosiy pedagogik tamoyillarni o'rganamiz.

O'quvchiga yo'naltirilgan ta'lim: Ushbu yondashuv individual o'quvchilarning ehtiyojlari, qiziqishlari va o'rganish uslublarini birinchi o'ringa qo'yadi va ularga o'z ta'lim sayohatiga egalik qilish imkoniyatini beradi.

Asosiy elementlar: O'quvchi ovozi: o'quvchilarni o'quv jarayonida ishtirok etishga va o'z nuqtai nazarlarini baham ko'rishga undash.

Avtonomiya va o'z-o'zini boshqarish: mustaqillikni rivojlantirish va o'quvchilarga maqsadlar qo'yish, tanlov qilish va yutuqlarini baholash imkonini berish.

Hamkorlik: o'rganishni osonlashtirish va ijtimoiy ko'nikmalarni rivojlantirish uchun o'quvchilar o'rtasida jamoaviy ish va o'zaro hamkorlikni rivojlantirish.

Fikr-mulohaza va baholash: o'quvchilarning bilim olishiga yo'l-yo'riq ko'rsatish va takomillashtirish yo'nalishlarini aniqlash uchun muntazam va konstruktiv fikr-mulohazalarni taqdim etish.

Faol ta'lim:

Bu yondashuv o'quvchilarni ma'lumotni passiv qabul qilishdan ko'ra amaliy mashg'ulotlar, muhokamalar va muammolarni hal qilish orqali o'quv jarayoniga jalb etishga urg'u beradi.

Asosiy elementlar:

Ishtirok etish: o'quvchilarning faol ishtirokini ta'minlaydigan dinamik va interaktiv o'quv muhitini yaratish.

Tanqidiy fikrlash: o'quvchilarni ma'lumotni tahlil qilish, baholash va sintez qilishga undash. Muammolarni hal qilish: o'quvchilarga o'z bilim va ko'nikmalarini real muammolarga qo'llash imkoniyatini berish.

Differentsial ko'rsatma: Ushbu yondashuv o'quvchilar turli yo'llar va turli sur'atlarda o'rganishini tan oladi va shuning uchun o'qituvchilar o'z yo'riqnomalarini har bir o'quvchining individual ehtiyojlarini qondirish uchun moslashtirishlari kerak.

Asosiy elementlar:

Differentsial ta'lim o'qitishni o'quvchilarning individual ehtiyojlarini qondirish uchun, birinchi navbatda, mazmun, jarayon, mahsulot va o'quv muhitidagi o'zgarishlar orqali moslashtirishga qaratilgan. Ushbu yondashuv o'quvchilar turlicha va turli sur'atlarda o'rganishini tan oladi, shuning uchun o'qitish elementlari faollik va tushunishni kuchaytirish uchun mos ravishda moslashtiriladi.

a) Tarkib:

Bu o'quvchilar o'zlashtirishlari kerak bo'lgan bilim va ko'nikmalarni anglatadi va uni materialning murakkabligi, qiyinligi yoki taqdimotini moslashtirish orqali farqlash mumkin. Masalan, o'qituvchi har xil o'qish darajalarida o'quvchilar uchun turli xil o'qish parchalarini taqdim etishi mumkin.

b) Jarayon:

Bu o'quvchilar o'rganish va mazmun bilan o'zaro ta'sir qilish uchun foydalanadigan faoliyat va strategiyalarni o'z ichiga oladi. Differentsial jarayonlar turli xil o'qitish usullarini taklif qilishni (masalan, guruhda ishlash, individual loyihalar, onlayn faoliyat) yoki turli xil yordam turlarini (masalan, repetitorlik, ko'rgazmali qurollar) taqdim etishni o'z ichiga olishi mumkin.

c) Mahsulot:

Bu o'quvchilarning o'z tushunchalarini qanday namoyon etishini anglatadi va o'quvchilarning qiziqishlari va o'rganish afzalliklariga qarab farqlanishi mumkin. Masalan, o'quvchilarga yozma hisobot, taqdimot, video yoki interaktiv loyiha yaratish imkoniyatlari berilishi mumkin.

D) Ta'lim muhiti:

Bu sinfnings jismoniy va psixologik jihatlarini o'z ichiga oladi. Uni ish uchun moslashuvchan joylar yaratish, bir qator resurslar bilan ta'minlash yoki hamkorlik va mustaqil o'rganish imkoniyatlarini taklif qilish orqali farqlash mumkin.

Baholash:

Qo'shimcha yordam yoki qiyinchilikka muhtoj bo'lgan sohalarni aniqlash uchun o'quvchilarning tushunishi va taraqqiyotini muntazam ravishda baholash. Moslashuvchanlik: o'quvchilarning turli ehtiyojlarini qondirish uchun o'qitish usullari va materiallarini moslashtirish va moslashtirishga tayyor bo'lish.

Turli xillik: turli xil o'rganish uslublari va afzalliklarini qondirish uchun bir qator o'quv faoliyati va resurslarini taqdim etish.

O'rganish uchun baholash:

Ta'lim uchun baholash - bu o'qituvchi va o'quvchilarga o'quvchilarni tushunishlari haqida ma'lumot to'plashda yordam beradigan har qanday baholash faoliyatini anglatadi, shuning uchun o'qitish va o'rganishni real vaqt rejimida o'quvchilar ehtiyojlarini yaxshiroq qondirish uchun sozlash mumkin.

Asosiy xususiyatlar:

a) shakllantirish maqsadi :

- AfL *formativdir* , ya'ni u o'rganish jarayonida sodir bo'ladi , keyin emas.
- Uning maqsadi yakuniy baho qo'yish emas, balki o'rganishni yaxshilashdir.

b) fikr-mulohazalarga boy :

- Talabalar o'zlarini yaxshilashga yordam berish uchun *aniq, konstruktiv va o'z vaqtida javob oladilar*.
- Fikr-mulohaza faqat nima to'g'ri yoki noto'g'ri ekanligiga emas, balki o'rganish maqsadlariga erishishga qaratilgan.

c) o'quvchilarning ishtiroki :

- O'quvchilar faol ishtirokchilardir - ular o'rganishlari haqida fikr yuritadilar, maqsadlar qo'yadilar va takomillashtirish uchun fikr-mulohazalardan foydalanadilar.
- Tengdoshlar va o'z-o'zini baholash umumiy strategiyalardir.

d) ta'lim jarayonini ma'lumotlar asosida yo'naltirish:

- *o'z ta'limini moslashtirish* uchun baholash ma'lumotlaridan foydalanadilar .
- Talabalar nimani tushunishlarini, qayerda kurashayotganlarini va kamchiliklarni qanday bartaraf etishni aniqlashga yordam beradi.

Ta'limni baholashga misollar:

- Tushunishni aniqlash uchun chiptalar yoki tezkor viktorinalardan foydalanish.
- Mulohazalarni kuzatish uchun munozaralarni o'ylab ko'rish, juftlashish.
- Vazifalar oldidan baham ko'rilgan rubrikalar va muvaffaqiyat mezonlarini ishlab chiqish.
- Dars davomida kuzatish va so'roq qilish.
- O'quvchilarning maqsadlarini belgilash va aks ettirish jurnallarini yaratish.

Foydasi:

✓ *O'sish tafakkurini targ'ib qiladi .*

✓ *O'quvchilarning o'rganishga egaligini rag'batlantiradi.*

✓ *O'qituvchi va o'quvchi o'rtasida mustahkam aloqa o'rnatadi .*

✓ *Ehtiyojlarni erta hal qilish orqali yuqori yutuqlarga olib keladi .*

Konstruktivizm: O'quvchilar tajriba va o'zaro ta'sirlar orqali o'z bilimlarini faol ravishda quradilar. O'quvchilarga yangi tushunchalar yoki ko'nikmalarni o'rganishga yordam berish uchun vaqtinchalik yordam ko'rsatish, ular ko'proq malakaga ega bo'lganda yordamni asta-sekin kamaytirish. Oldingi bilimlarga asoslanish: yangi ma'lumotlarni o'quvchilarning mavjud bilimlari va tajribalari bilan bog'lash. Ta'lim uchun haqiqiy kontekstlarni yaratish: o'rganishni real vaziyatlar bilan bog'lash orqali tegishli va mazmunli qilish.

Xatolar. Xato qilishning ahamiyati.

O'qituvchilar sifatida biz bilamizki, xato qilish o'quv jarayonining hal qiluvchi qismidir. Xatolar nafaqat o'quvchilarni yaxshilashga muhtoj bo'lgan sohalarni ta'kidlabgina qolmay, balki ular material bilan chuqurroq shug'ullanish uchun imkoniyatlar yaratadi va yanada boyroq tushunishga yordam beradi. Sinfdagi xatolarni qabul qilish orqali biz o'quvchilarga chidamlilikni oshirishga, o'sish fikrlash tarzini rivojlantirishga va o'z o'rganish yo'llarida ishonchliroq bo'lishga yordam beramiz. Xatolar o'quvchilarga qanday foyda keltirishini batafsil ko'rib chiqing:

i) Chuqurroq o'rganish :

O'quvchilar xatoga yo'l qo'yganlarida, ular nima va nima uchun noto'g'ri bo'lganligi haqida o'ylashga majbur bo'lishadi. Xatolarni tahlil qilishning ushbu jarayoni ularni mazmun bilan chuqurroq shug'ullanishga undaydi va to'g'ri ma'lumotni mustahkamlaydi, bu esa materialni kuchliroq tushunishga olib keladi.

ii) Bardoshlilikni oshirish :

Xatolar o'quvchilarga muvaffaqiyatsizlikka dosh berish va oldinga intilishni o'rganish uchun qimmatli imkoniyatlar beradi. Vaqt o'tishi bilan bu ularga chidamlilikni rivojlantirishga yordam beradi - bu maktabda ham, undan tashqarida ham kelajakdagi qiyinchiliklarni engish uchun muhim mahoratdir.

iii) O'sish tafakkurini rag'batlantirish :

Xatolar muvaffaqiyatsizlik emas, balki o'rganish imkoniyati sifatida qaraladigan muhitni yaratib, biz o'quvchilarimizda o'sish tafakkurini rivojlantirishga yordam beramiz. Bunday fikrlash ularning nuqtai nazarini o'zgartiradi, bu ularga xatolarni o'rganish va o'sish jarayonining bir qismi sifatida ko'rishga imkon beradi.

iv) O'z-o'zini anglashni rivojlantirish :

Xatolar, shuningdek, o'quvchilarning o'quv jarayonlari haqida ko'proq xabardor bo'lishiga yordam beradi. Ular qayerda qiynalayotganlarini anglab olsalar, o'qish strategiyalarini o'zgartirishlari, qo'shimcha yordam so'rashlari yoki shunchaki yaxshilashga muhtoj bo'lgan sohalarga ko'proq e'tibor berishlari mumkin. Bu o'z-o'zini anglash umrbod ta'limning asosiy tarkibiy qismidir.

v) Ijodkorlikni rivojlantirish :

Ba'zida xatolar o'quvchilarni kutilmagan tushunchalar va innovatsion echimlarga olib keladi. Ular o'z yondashuvlarini qayta ko'rib chiqishga majbur bo'lganda, ular ko'pincha boshqasini ko'rib chiqmagan ijodiy alternativlarni taklif qilishadi. Bu jarayon ularning muammoni yechish ko'nikmalarini oshiradi va o'zgacha fikrlashni rag'batlantiradi.

vi) O'quvchilarda ishonchni rivojlantirish:

O'quvchilar xato qilishda qo'llab-quvvatlanayotganini his qilsalar, ular tavakkal qilishga va yangi narsalarni sinab ko'rishga tayyor bo'ladilar. Ularni xatolarni o'quv jarayonining bir qismi sifatida ko'rishga undash orqali biz ularga qiyinchiliklarni yengish va o'sish qobiliyatiga ishonchni mustahkamlashga yordam beramiz. Sinfda xatolarni qabul qiladigan madaniyatni yaratganimizda, biz o'quvchilarimizga aks ettirish, o'rganish va o'sish uchun zarur bo'lgan vositalarni beramiz. Bu yondashuv nafaqat ularga yanada chidamli va ijodiy bo'lishga yordam beradi, balki katta akademik muvaffaqiyat va shaxsiy rivojlanish uchun zamin yaratadi. Oxir oqibat, xatolar o'sish uchun imkoniyat sifatida qaraladigan muhitni ta'minlash o'quvchilarga akademik sayohatlarida ham, hayotda ham muvaffaqiyatga erishish uchun zarur bo'lgan ko'nikmalarni rivojlantirishga yordam beradi. Nufuzli ta'lim islohotchisi Jon Dyui shunday degan edi: "Muvaffaqiyatsizlik ibratlidir. Haqiqatan ham o'ylaydigan odam muvaffaqiyatlaridan ham, muvaffaqiyatsizliklaridan ham ko'p narsani o'rganadi". Ushbu bayonot o'quv jarayonida xatolarning kuchli roli haqida gapiradi. O'qituvchilar sifatida biz o'quvchilarni xatolari bo'yicha yo'l-yo'riq ko'rsatish, ularning o'sishi va rivojlanishiga yordam berish uchun noyob imkoniyatga egamiz. Talabalarga xato qilish va ulardan saboq olish imkonini beradigan bir qancha asosiy afzalliklar:

a) O'quvchilar o'z xatolaridan saboq oladilar

Xatolar o'rganish sayohatining muhim qismidir. O'quv muammolari, ijtimoiy aloqalar yoki sport bo'ladimi, o'quvchilar xato qilganlarida bebaho saboqlarni oladilar. Ular to'siqlarni engib o'tishda qat'iyatli bo'lishadi va muvaffaqiyatsizlikka duch kelishda qat'iyatlidirlar. O'qituvchilar sifatida, o'quvchilar xato qilish uchun o'zlarini xavfsiz his qiladigan qo'llab-quvvatlovchi va mehmondo'st muhit yaratish muhimdir. Bu ularga o'z ta'lim jarayoniga egalik qilish imkonini beradi va xatolar muvaffaqiyatsizlik belgisi emas, balki o'sish uchun imkoniyat ekanligini tushunishga imkon beradi.

b) Muvaffaqiyatsizlikni boshdan kechirish muvaffaqiyatni yanada shirin qiladi.

Agar o'quvchilar to'xtovsiz muvaffaqiyatga erishsa, bu ularning yutuqlari qiymatini pasaytirishi mumkin. Biroq, ular yo'lda qiyinchiliklar yoki muvaffaqiyatsizliklarga duch kelganlarida, qiyinchiliklarni engib o'tgandan keyin his qiladigan qoniqish va muvaffaqiyat hissi yanada mazmunli bo'ladi. Bu nafaqat ularning motivatsiyasini oshiradi, balki ularni sinfdan tashqari hayotda duch keladigan muqarrar yuksalishlar va pasayishlarga ham tayyorlaydi.

c) Mas'uliyat va mustaqillikni rivojlantirish

Xatolar o'quvchilarga shaxsiy javobgarlik bo'yicha muhim saboq beradi. O'quvchilar o'z harakatlarining tabiiy oqibatlariga duch kelganlarida, masalan, tayyorgarlikning etishmasligi tufayli sinovdan o'ta olmaganda, ular qimmatli hayotiy saboqlarni o'rganadilar. Ushbu tajribalar ularni o'z qarorlariga egalik qilishga va o'ylangan tanlovlar orqali kelajakdagi muvaffaqiyatlarini nazorat qilishlarini tushunishga undaydi. O'qituvchilar sifatida biz ularga fikr-mulohaza va qo'llab-quvvatlash orqali ushbu jarayonda yordam berishimiz mumkin, ammo oxir-oqibat, bu ularning xatolari haqida o'ylash o'sishga yordam beradi.

d) Muammolarni yechish va tanqidiy fikrlash ko'nikmalarini rivojlantirish

O'quvchilarga xato qilishlariga yo'l qo'yish ularni chuqurroq fikrlashga va muammolarni hal qilishga undaydi. Agar ular noto'g'ri bo'lsa, ular xatosini tuzatish yo'lini topishlari yoki yangi yondashuv haqida o'ylashlari kerak. Bu o'quvchilarga tahlil qilish, tanqidiy fikrlash va qaror qabul qilishda muhim ko'nikmalarni rivojlantirishga yordam beradi. Bu qobiliyatlar nafaqat ularning akademik ko'rsatkichlarini oshiribgina qolmay, balki oliy ta'lim va ishchi kuchida ham yaxshi xizmat qiladi. Xatolar o'quv jarayonining bir qismi sifatida qaraladigan muhitni yaratib, biz o'quvchilarga tavakkal qilish, chidamlilikni rivojlantirish va mustaqil fikrlovchi bo'lish huquqiga ega bo'lgan sinfni rivojlantirishimiz mumkin. Xatolardan qo'rqqanlik kerak, balki muvaffaqiyatga erishish yo'lidagi muhim qadam toshlari sifatida qabul qilinadi. O'qituvchilar sifatida biz o'quvchilarni xatolari bo'yicha yo'l-yo'riq ko'rsatishga qodirmiz, ularga muvaffaqiyatsizlik oxiri emasligini tushunishga yordam beramiz - bu shunchaki o'rganish, o'sish va takomillashtirish uchun yana bir imkoniyatdir.

3-bo'lim : O'qitish usullari

Ta'lim usullari nima?

O'qitish usullari o'qituvchilar va murabbiylar qiziqarli va samarali o'quv muhitini yaratish uchun foydalanadigan turli xil strategiyalarni o'z ichiga oladi. Bu yondashuvlar an'anaviy ma'ruzalar va interfaol munozaralardan tortib amaliy mashg'ulotlar va texnologiyalarni integratsiyalashuvigacha o'z ichiga oladi. Har bir usul o'quvchilarga material bilan bog'lanish, ularning tanqidiy fikrlashini kuchaytirish, o'rganganlarini saqlab qolish va amalda qo'llashga yordam berish uchun mo'ljallangan. Turli xil o'qitish usullarini qo'llashning asosiy afzalligi ularning turli xil ta'lim uslublarini qondirish qobiliyatidir. Misol uchun, vizual o'quvchilar diagrammalar va multimedia resurslari yordamida mukammal bo'lishlari mumkin, kinestetik o'quvchilar esa interaktiv, amaliy tajribalardan foyda olishadi. O'z navbatida, eshitish qobiliyatini o'rganuvchilar munozaralar paytida yoki tushuntirishlarni tinglash orqali rivojlanishi mumkin. Turli xil o'qitish usullarini qo'llash orqali o'qituvchilar barcha o'quvchilarning o'ziga xos ehtiyojlarini qondirishlari mumkin, bu esa har bir kishi muvaffaqiyatga erishish imkoniyatiga ega bo'lishini ta'minlaydi. Bundan tashqari, aniq ta'lim natijalariga erishish uchun to'g'ri o'qitish usulini tanlash juda muhimdir. Ba'zi metodlar, ayniqsa, yangi tushunchalarni kiritish va asosiy bilimlarni shakllantirish uchun samarali. Aksincha, boshqalar tanqidiy fikrlash, muammolarni hal qilish va o'quvchilar o'rtasida hamkorlikni rivojlantirish uchun ko'proq mos keladi. Turli usullardan maqsadli foydalanish o'qituvchilarga o'z o'qitish strategiyalarini har bir darsning aniq maqsadlariga moslashtirish imkonini beradi. Xulosa qilib aytadigan bo'lsak, qo'llab-quvvatlovchi va dinamik sinf muhitini yaratish uchun bir nechta usullarni o'z ichiga olgan har tomonlama o'qitish yondashuvi muhim ahamiyatga ega. O'qituvchilar turli xil o'qitish usullarining kuchli va cheklovlarini tushunib, strategik tarzda qo'llasa, ular nafaqat mazmunni taqdim etadigan, balki o'quvchilarning umumiy rivojlanishiga yordam beradigan, ularning to'liq salohiyatini ro'yobga chiqarishga yordam beradigan darslarni ishlab chiqishlari mumkin.

Ta'lim metodlarining ahamiyati

O'qituvchilar sifatida bizning asosiy maqsadlarimizdan biri qiziqarli va samarali ta'lim muhitini yaratishdir. Bu maqsadga erishishda o'qitishning xilma-xil usullaridan foydalanish muhim rol o'ynaydi. Zamonaviy sinflarda turli xil ta'lim strategiyalarini tushunish va qo'llash barcha o'quvchilarning ehtiyojlarini qondirish uchun juda muhimdir. Turli xil o'qitish usullarini o'z ichiga olish bizga o'quvchilarning individual ta'lim uslublariga murojaat qilish orqali ularni yaxshiroq jalb qilish imkonini beradi. Ba'zi o'quvchilar to'g'ridan-to'g'ri ko'rsatmalar va ma'ruzalarga yaxshi javob berishlari mumkin bo'lsa, boshqalari muhokama, amaliy mashg'ulotlar yoki hamkorlikdagi loyihalar orqali yanada samaraliroq o'rganishi mumkin. Yondashuvimizni diversifikatsiya qilish orqali biz o'quvchilarning qiziqishini uyg'otishimiz va o'rganishda faol ishtirok etishimiz mumkin. O'qitish uslublarimizni aniq ta'lim maqsadlariga moslashtirish ham bir xil darajada muhimdir. Masalan, ma'ruzalar asosiy bilimlarni etkazishda samarali bo'lishi mumkin, guruhda ishlash va tajribaviy o'rganish esa tanqidiy fikrlash, muloqot va muammolarni hal qilish ko'nikmalarini rivojlantirish uchun idealdir. To'g'ri maqsad uchun to'g'ri usulni tanlash bizning ko'rsatmalarimiz qasddan va ta'sirli bo'lishini ta'minlaydi. Turli xil o'qitish strategiyalari, shuningdek, yanada inklyuziv va

qo'llab-quvvatlovchi sinf muhitiga hissa qo'shadi. Turli xil ta'lim ehtiyojlarini tan olish va qondirish orqali biz barcha o'quvchilarga o'zlarini ko'riladigan, qadrli va muvaffaqiyatga qodir his qilishlariga yordam beramiz. Ushbu inklyuziv yondashuv ijobiy sinf madaniyatini rivojlantiradi va o'quvchilarning ishonchi va motivatsiyasini rag'batlantiradi. O'qituvchi sifatidagi rolingizda turli xil o'qitish usullarining kuchli tomonlari va cheklovlari va ularning o'quvchilaringiz ehtiyojlariga qanchalik mos kelishi haqida fikr yuritish sizga samaraliroq dars rejalarini ishlab chiqish va yanada dinamik o'rganish tajribasini yaratishga yordam beradi. O'qitish sayohatingizni davom ettirar ekansiz, yangi strategiyalar bilan tajriba o'tkazish, hamkasblar bilan hamkorlik qilish va o'quvchilarning fikr-mulohazalari va natijalari asosida amaliyotingizni doimiy ravishda takomillashtirib borishni o'ylab ko'ring.

Ta'lim usullarining turlari

1. O'qituvchiga qaratilgan ko'rsatmalar



Bu, ehtimol, ko'plab sinflarda qo'llaniladigan eng keng tarqalgan usullardan biridir.

O'qituvchiga yo'naltirilgan ta'lim: umumiy ko'rinish

O'qituvchiga yo'naltirilgan ta'lim an'anaviy va keng qo'llaniladigan o'qitish usuli bo'lib, unda o'qituvchi sinfda bilim va hokimiyatning asosiy manbai bo'lib xizmat qiladi. Bu modelda o'qituvchi o'quv jarayoniga rahbarlik qiladi, axborot oqimini nazorat qiladi va o'qitish tezligini belgilaydi. O'quvchilar birinchi navbatda tinglashlari, ma'lumotlarni o'zlashtirishlari va o'qituvchining ko'rsatmalariga amal qilishlari kerak.

O'qituvchiga yo'naltirilgan ta'limning asosiy afzalliklaridan biri uning mazmunini o'quvchilarning katta guruhlariga etkazishdagi samaradorligidir. Ushbu usul yuqori darajada tuzilgan va tashkillashtirilgan o'quv muhitini yaratishga imkon beradi, bu esa uni yangi tushunchalarni joriy etish va asosiy bilimlar uchun zamin yaratish uchun ayniqsa samarali qiladi. Ko'pincha ushbu model bilan bog'liq bo'lgan aniq taxminlar va izchil tartiblar barqaror o'quv muhitini yaratishi mumkin, ayniqsa sinf boshqaruvi ustuvor bo'lgan sharoitlarda. Biroq, o'qituvchiga yo'naltirilgan ta'lim cheklovlardan xoli emas. Umumiy tanqidlardan biri shundaki, u passiv ta'limni rivojlantirishga intiladi, bunda o'quvchilar ta'lim jarayonining ishtirokchilari emas, balki qabul qiluvchilardir. Bu tanqidiy fikrlash, muammolarni hal qilish va hamkorlikda ishlash ko'nikmalarini rivojlantirishga to'sqinlik qilishi mumkin - bu 21-asr ta'limida tobora ko'proq ta'kidlangan kompetensiyalar. Bundan tashqari, ushbu yondashuvning barchaga mos keladigan tabiati barcha o'quvchilarning turli xil ta'lim ehtiyojlari, uslublari va kelib

chiqishiga mos kelmasligi mumkin. Xulosa qilib aytadigan bo'lsak, o'qituvchiga yo'naltirilgan ta'limning samaradorligi o'qituvchining mazmunni tushunarli, qiziqarli va tushunarli tarzda yetkaza olishiga bog'liq. U tuzilgan tarkibni yetkazib berish va bilimlarni uzatish uchun qimmatli vosita bo'lib qolsa-da, u faol ishtirok etish va chuqurroq o'rganishni rag'batlantiradigan o'quvchilarga yo'naltirilgan strategiyalar bilan muvozanatli bo'lishi kerak. Turli xil ta'lim yondashuvlarining kuchli va cheklovlarini tushunib, o'qituvchilar barcha o'quvchilar uchun mazmunli, inklyuziv va samarali o'rganish tajribasini qo'llab-quvvatlaydigan qarorlar qabul qilishlari mumkin. O'qituvchiga yo'naltirilgan ta'lim misollari quyidagilarni o'z ichiga olishi mumkin:

a) Ma'ruza asosida o'qitish

Yangi tarkibni kiritish yoki murakkab mavzularni samarali tushuntirish uchun foydalaniladi.

- Ilova: O'rta maktab tarix fani o'qituvchisi sessiyani tuzish uchun slaydlar va qo'llanmalardan foydalangan holda sanoat inqilobi haqida batafsil ma'ruza taqdim etadi.
- Foyda: cheklangan vaqt oralig'ida katta hajmdagi ma'lumotlarni samarali etkazib berishga imkon beradi.

b) To'g'ridan-to'g'ri ko'rsatma berish

Aniq o'quv maqsadlari, modellashtirish, yo'naltirilgan amaliyot va mustaqil ishlash bilan yuqori darajada tuzilgan darslar.

- Ilova: Matematika o'qituvchisi doskada chiziqli tenglamalarni yechish modellarini yaratadi, o'quvchilarni bir nechta misollar bilan tanishtiradi, so'ngra amaliyot masalalarini beradi.
- Foyda: iskala o'rganish va takrorlash orqali mahoratni egallashni qo'llab-quvvatlaydi.

c) Namoyish qilish

O'quvchilar kuzatish va eslatma olish paytida o'qituvchi topshiriq yoki tajribani bajaradi.

- Ilova: fan o'qituvchisi laboratoriya texnikasi yoki kimyoviy reaksiyani o'quvchilar takrorlashdan oldin ko'rsatadi.
- Foyda: kutilayotgan natijalar yoki protseduralarning aniq, vizual modelini taqdim etadi.

d) Ko'nikmalarni shakllantirish va mustahkamlash mashqlari

Asosiy ko'nikmalarda ravonlik yoki avtomatiklikni rivojlantirishga qaratilgan takroriy amaliyot.

- Ilova: Boshlang'ich sinf o'qituvchisi matematik faktlarni eslab qolishni mustahkamlash uchun kundalik ko'paytirish mashqlaridan foydalanadi.
- Foyda: Yuqori darajadagi o'rganishni qo'llab-quvvatlaydigan asosiy ko'nikmalarda tezlik va aniqlikni rivojlantiradi.

e) O'qituvchi boshchiligidagi savol-javob

O'qituvchi tushunishni tekshirish yoki muhokamani yo'naltirish uchun tuzilgan savollarni beradi.

- Ilova: O'qituvchi sinfni o'qish jarayonida tushunish va xulosa chiqarish uchun savollar beradi va aniq javoblarni talab qiladi.
- Foyda: munozarani diqqat markazida tutadi va ta'lim maqsadlariga mos keladi.

f) Boshqariladigan sinf muhokamasi

Muhokama formati, unda o'qituvchi mavzuning o'zgarishi, tezligi va ishtirokini nazorat qiladi.

- Ilova: Ijtimoiy fanlar darsida o'qituvchi fuqarolik mas'uliyati bo'yicha suhbatni osonlashtiradi, o'quvchilarni asosiy lug'at bilan bog'liq g'oyalarni qo'shishga chaqiradi.
- Foyda: o'quvchilarning kiritishiga ruxsat berish bilan birga, muhim tarkibni qamrab olishni ta'minlaydi.

g) Butun sinf ishtirokida matnni birgalikda o'qish yoki ko'rib chiqish

O'qituvchi sinfni yuqori darajada tuzilgan formatdagi matn yoki takrorlash faoliyati orqali olib boradi.

- Qo'llash: Testga tayyorgarlik jarayonida o'qituvchi asosiy tushunchalarni butun sinf bilan ko'rib chiqadi, maqsadli savollar beradi va noto'g'ri tushunchalarni aniqlaydi.
- Foyda: muhim bilimlarni mustahkamlaydi va real vaqtda tuzatish va tushuntirish imkonini beradi.

O'qituvchiga yo'naltirilgan ta'lim o'quvchilarga yo'naltirilgan yondashuvlar kabi bir xil darajadagi avtonomiya yoki kashfiyotga yordam bermasa-da, u asosiy bilimlarni shakllantirish, izchillikni ta'minlash va sinf tuzilmasini saqlashda muhim rol o'ynaydi. Interfaol usullar bilan puxta o'ylangan holda, u o'quvchilarning ta'lim natijalarini sezilarli darajada oshirishi mumkin.

2. O'quvchiga yo'naltirilgan konstruktivistik yondashuv.

O'quvchi o'quv jarayonining markazidir



Ta'limning yana bir samarali usuli - o'quvchiga yo'naltirilgan yoki konstruktiv yondashuv bo'lib, u faol o'rganishga urg'u beradi va o'quvchilarni ta'lim tajribasining markaziga qo'yadi. Ushbu modelda o'qituvchi fasilitator rolini o'z zimmasiga oladi - o'quvchilarni izlanish va kashfiyot orqali o'z ta'limiga egalik qilishlari uchun ularga rahbarlik qilish, qo'llab-quvvatlash va qiyinlashtirish. Bu usul so'rovga asoslangan ta'lim, loyihaga asoslangan ta'lim, guruhli o'rganish va boshqalarni o'z ichiga olishi mumkin, lekin ular bilan cheklanmaydi. Ushbu yondashuvning asosiy afzalliklaridan biri shundaki, u tanqidiy fikrlashni va chuqurroq tushunishni rivojlantiradi. O'quvchilarni material bilan faol shug'ullanishga undash orqali ular muhim muammolarni hal qilish ko'nikmalarini shakllantiradilar va o'rganganlarini saqlab qolish va qo'llash ehtimoli ko'proq. Bu, shuningdek, ko'proq farqlash imkonini beradi, chunki o'quvchilar o'zlarining shaxsiy ta'lim uslublari va ehtiyojlariga mos keladigan tarzda tarkib bilan o'zaro aloqada bo'lishlari mumkin. Ya'ni, o'quvchiga yo'naltirilgan yondashuvni amalga oshirish qiyin bo'lishi mumkin, ayniqsa katta sinflarda. Bu puxta rejalashtirish, moslashuvchanlik va dinamik o'quv muhitini boshqarish qobiliyatini talab qiladi. Bundan tashqari, ba'zi o'quvchilar mustaqillikning kuchayishi bilan kurashishlari mumkin va rivojlanish uchun ko'proq tuzilma va iskala kerak bo'lishi mumkin.

ba'zi misollari quyidagilarni o'z ichiga olishi mumkin:

a) Loyihaga asoslangan ta'lim (PBL)

Talabalar uzoq vaqt davomida haqiqiy muammolar yoki savollarni tekshirish va ularga javob berish uchun ishlaydi.

- Misol: Tabiatshunoslik darsida o'quvchilar o'z jamiyatlari uchun barqaror energiya yechimlarini ishlab chiqadilar va taqdim etadilar.
- Nima uchun u ishlaydi: o'rganishni haqiqiy masalalar bilan bog'lashda hamkorlikni, ijodkorlikni va muammolarni hal qilishni rag'batlantiradi.

b) So'rovga asoslangan ta'lim

Talabalar mavzularni savollar berish, tadqiqot olib borish va kashfiyot orqali bilimlarni qurish orqali o'rganadilar.

- Misol: Ijtimoiy fanlar bo'limida o'quvchilar qadimgi tsivilizatsiyalar haqida o'zlarining savollarini va bir nechta manbalardan foydalangan holda tadqiqot javoblarini ishlab chiqadilar.
- Nima uchun u ishlaydi: Qiziqishni rivojlantiradi, mustaqil o'rganishga yordam beradi va tanqidiy fikrlashni qo'llab-quvvatlaydi.

c) Tanlov taxtalari yoki o'quv menyulari

Talabalar mavzuni tushunishlarini namoyish qilish uchun bir qator faoliyat yoki vazifalardan tanlaydilar.

- Misol: ELA sinfida o'quvchilar romanni tahlil qilish uchun tadbirlar menyusidan tanlaydilar (masalan, she'r yozish, podkast yozish, hikoyalar taxtasi yaratish).
- Nima uchun u ishlaydi: Ovoz va tanlovni taklif qiladi, turli xil o'rganish uslublari va qiziqishlariga javob beradi.

d) Hamkorlikdagi guruh ishi

Talabalar kichik guruhlarda birgalikda vazifalarni bajarish, muammolarni hal qilish yoki taqdimotlar yaratish uchun ishlaydi.

- Misol: Matematika darsida o'quvchilar ko'p bosqichli so'z muammosini hal qilish uchun hamkorlik qiladilar va sinfga o'zlarining fikrlarini tushuntiradilar.
- Nima uchun u ishlaydi: muloqot ko'nikmalarini, tengdoshlarni o'rganishni va jamoada ishlashni rag'batlantiradi.

e) Teskari o'qitish modeli

Talabalar uyda o'quv mazmuniga (masalan, videolar, o'qishlar) kirishadi va dars vaqtidan amaliy mashg'ulotlar va chuqurroq o'rganish uchun foydalanadilar.

- Misol: O'qituvchi uy vazifasi uchun fan tushunchasi bo'yicha video beradi, so'ngra sinfda laboratoriya tajribalari va muhokamalarini osonlashtiradi.
- Nima uchun u ishlaydi: passiv kontentni sinfdan tashqariga o'tkazadi, faol ishtirok etish va individual yordam uchun vaqt ajratadi.

f) Talabalar boshchiligidagi konferensiyalar yoki taqdimotlar

Talabalar o'z o'rganishlari haqida fikr yuritadilar va yutuqlarini tengdoshlari, o'qituvchilari yoki oilalari bilan baham ko'radilar.

- Misol: Dars oxirida talabalar o'zlarining raqamli portfellarini yoki yakuniy loyihalarini sinfdoshlari yoki ota-onalariga taqdim etadilar.
- Nima uchun u ishlaydi: egalik, javobgarlik va muloqot qobiliyatlarini rivojlantiradi.

g) O'quv stansiyalari yoki markazlari

Talabalar turli stansiyalarda turli topshiriqlar yoki faoliyatlar orqali aylanadi, ko'pincha mustaqil ravishda yoki kichik guruhlarda ishlaydi.

- Misol: Savodxonlik blokida stantsiyalar boshqariladigan o'qish, mustaqil yozish, lug'at o'yinlari va tinglash markazini o'z ichiga olishi mumkin.
- Nima uchun u ishlaydi: o'z-o'zini boshqarish, farqlash va turli xil o'rganish usullarini rag'batlantiradi.

h) Shaxsga yo'naltirilgan ta'lim

Ta'lim o'quvchilarning individual ehtiyojlari, maqsadlari va tezligiga moslashtirilgan.

- Misol: Aralashtirilgan o'quv muhitida o'quvchilar matematikadan o'z darajasida mashq qilish uchun moslashtirilgan dasturiy ta'minotdan foydalanadilar, o'qituvchi esa maqsadli mini-darslarni beradi.
- Nima uchun u ishlaydi: Turli xil o'quvchilarni ular bo'lgan joyda uchrashish va individual sur'atda rivojlanishga imkon berish orqali qo'llab-quvvatlaydi.

O'quvchilarga yo'naltirilgan ta'lim o'quvchilarga o'z ta'limini egallashga, mazmun bilan chuqurroq shug'ullanishga va hamkorlik, muammolarni hal qilish va o'zini o'zi boshqarish kabi ko'chiriladigan ko'nikmalarni rivojlantirishga imkon beradi. O'qituvchilar sifatida o'quvchilarning tanlovi, so'rovi va mulohazasining kichik elementlarini ham birlashtirish sinf madaniyati va natijalarida katta o'zgarishlarga olib kelishi mumkin.

Xulosa qilib aytadigan bo'lsak, o'quvchiga yo'naltirilgan yondashuv o'qitish vositalari to'plamida kuchli vosita bo'lishi mumkin. O'ylangan holda ishlatilsa, u o'quvchilarning faolligini oshirishi va mazmunli o'rganishni qo'llab-quvvatlashi mumkin. An'anaviy strategiyalar bilan bir qatorda, bu usuldan qachon va qanday foydalanishni tushunish barcha o'quvchilarni qo'llab-quvvatlaydigan samarali, inklyuziv darslarni ishlab chiqishga yordam beradi.

3. Differensiallashgan ko'rsatma

Differensial ta'lim - bu o'quvchilarning turli ehtiyojlarini qondirishga qaratilgan o'qitish usullarining yana bir turi

Differensiallashtirilgan ta'lim - bu o'quvchilarning turli xil ta'lim ehtiyojlari, tayyorgarlik



darajalari, qiziqishlari va kelib chiqishini hisobga olishga qaratilgan o'qitish usuli. O'qituvchilar sifatida biz bilamizki, ikkita o'quvchi bir-biriga o'xshamaydi - tabaqalashtirilgan ta'lim bu haqiqatni tan oladi va bizni moslashuvchan va sezgir ta'limni rejalashtirish va etkazishga undaydi. Differensial ta'limning asosiy afzalliklaridan biri shundaki, u bizga o'quvchilarni ular bo'lgan joyda kutib olish imkonini beradi. Har xil tadbirlar, guruhlash strategiyalari va baholash usullarini ishlab chiqish orqali biz individual o'sishni qo'llab-quvvatlay olamiz, shu bilan birga barcha o'quvchilar uchun yuqori umidlarni saqlab qolamiz. Bunday yondashuv ko'pincha o'quvchilarning faolligi va ta'limga egalik qilishiga olib keladi, chunki ular o'zlarining ehtiyojlari va kuchli tomonlari tan olinayotganini his qilishadi. Albatta,

differensiatsiyani samarali amalga oshirish puxta rejalashtirish va boshqarishni talab qiladi. Kattaroq sinflarda bir nechta ta'lim yo'llarini muvozanatlash va barcha o'quvchilar kerakli yordamni olishlarini ta'minlash qiyin bo'lishi mumkin. Ba'zi o'quvchilar ushbu yondashuv odatda taklif qilganidan ko'ra ko'proq tuzilma va iskala talab qilishi mumkin, ya'ni doimiy baholash va sozlash zarur. Oxir oqibat, tabaqalashtirilgan ta'lim bizning o'qitish vositalarimizdagi qimmatli vositadir. O'ylangan holda qo'llanilsa, u o'quvchilarning o'rganishini yaxshilaydi va yanada inklyuziv, adolatli sinflarni yaratishi mumkin. Mutaxassislar sifatida bizning uslublarimizni moslashtirish va takomillashtirish qobiliyatimiz barcha o'quvchilarning muvaffaqiyatiga yordam berishning kalitidir. Differentsial ko'rsatmalarning ba'zi misollari quyidagilarni o'z ichiga olishi kerak:

Tarkib (o'quvchilar nimani o'rganadilar):

1. Bosqichli topshiriqlar: O'quvchilar bir xil tushuncha bo'yicha, lekin tayyorgarligidan kelib chiqib, turli darajadagi murakkabliklarda ishlaydilar.

- Misol: Tarix bo'limi uchun ilg'or o'quvchilar asosiy manbalarni tahlil qilishlari mumkin, boshqalari esa darslik ma'lumotlarini umumlashtirishlari mumkin.
2. Mavzularni tanlash: o'quvchilar mavzu doirasida o'zlarini qiziqtirgan mavzularni tanlaydilar.
- Misol: Ekotizimlarni o'rganadigan fan sinfida ba'zi o'quvchilar yomg'ir o'rmonlarini, boshqalari cho'lni va hokazolarni o'rganadilar.

Jarayon (o'quvchilar qanday o'rganishadi):

1. O'quv markazlari yoki stansiyalar: O'quvchilar turli xil o'rganish uslublari yoki darajalariga e'tibor qaratadigan stansiyalar bo'ylab aylanadilar.
- Misol: Bir stansiya amaliy mashg'ulotga ega, boshqasi videoni taklif qiladi va boshqasida savollarga ega bo'lgan o'qish parchasi mavjud.
2. Moslashuvchan guruhlash: o'quvchilarni o'xshash mahorat darajasi, qiziqishlari yoki o'rganish profili bo'yicha guruhlang va ularni tez-tez almashtiring.
- Misol: o'qish darajasi yoki umumiy kitobga qiziqish asosida tuzilgan o'qish guruhlari.

Mahsulot (o'quvchilar tushunganini qanday ko'rsatadilar):

1. Variantlar menyusi: O'quvchilar o'rganganlarini qanday ko'rsatishni tanlashadi (masalan, plakat, video, reportaj, skit).
- Misol: Geometriya bo'limidan so'ng bir o'quvchi 3D model yaratadi, boshqasi qo'shiq yozadi, boshqasi taqdimot qiladi.
2. Tanlovli rubrikalar: Bitta rubrikada asosiy ko'nikmalar/mezonlar asosida bir nechta loyiha turlari baholanadi.

O'quv muhiti:

1. Sokin va faol joylar: Turli xil ish uslublari uchun sinf zonalarini yarating - diqqat markazida sokin burchaklar, hamkorlik uchun guruh jadvallari.
2. Moslashuvchan o'tirish: o'quvchilarga qayerda yaxshiroq ishlashlarini tanlashlariga imkon bering (tik turgan stollar, pol yostiqlari, an'anaviy stollar).

4. Texnologiyaga asoslangan ta'lim



Texnologiyaga asoslangan ta'lim - texnologiyani o'quv jarayoniga kiritadigan o'qitish usulining bir turi

Texnologiyaga asoslangan ta'lim: o'qituvchilar uchun imkoniyatlar va mulohazalar

Odatda e-learning deb ataladigan texnologiyaga asoslangan ta'lim o'qitish va o'qitish jarayoniga raqamli vositalar va resurslarni o'z ichiga olgan ta'lim yondashuvidir. Bu usul virtual sinf xonalari, ta'limni boshqarish tizimlari, interfaol dasturiy ta'minot va multimedia kontentini o'z ichiga olgan keng ko'lamli formatlarni o'z ichiga oladi. Elektron ta'limning asosiy afzalliklaridan biri uning moslashuvchanligidir. O'quvchilar o'zlariga qulay bo'lgan vaqtda o'quv materiallari bilan shug'ullanishlari mumkin, bu esa, ayniqsa, turli jadvallar, turli o'quv ehtiyojlari yoki an'anaviy sinf sharoitlariga kirish imkoniyati cheklangan o'quvchilar uchun foydalidir. Shuningdek, u o'z-o'zidan o'rganish imkonini beradi, bu o'quvchilarga tarkibni qayta ko'rib chiqish, tezkor fikr-mulohazalarni olish va o'z ta'lim sayohatiga egalik qilish imkonini beradi. Bundan tashqari, texnologiyaga asoslangan ta'lim faol va multimodal ishtirokni qo'llab-quvvatlaydi. Videolar, simulyatsiyalar, animatsiyalar va interaktiv baholashlar yordamida o'qituvchilar murakkab tushunchalarni yanada qulayroq va qiziqarli usullar bilan taqdim etishlari mumkin. Ushbu vositalar nafaqat tushunishni kuchaytiradi, balki turli xil o'rganish uslublariga ham javob beradi. Bundan tashqari, elektron ta'lim platformalari ko'pincha onlayn munozaralar, guruh loyihalari va tengdoshlar va o'qituvchilar bilan real vaqt rejimida muloqot qilish orqali hamkorlikda o'rganish imkoniyatlarini taqdim etadi. Biroq, o'qituvchilar uchun elektron ta'lim bilan bog'liq muammolarni tan olish va hal qilish juda muhimdir. O'zaro muloqotning yo'qligi o'quvchilar, ayniqsa, ijtimoiy ta'lim muhitida muvaffaqiyatli bo'lganlar o'rtasida izolyatsiya yoki ajralish hissin keltirib chiqarishi mumkin. Bundan tashqari, raqamli tenglik bilan bog'liq muammolar, masalan, qurilmalarga

yoki ishonchli internetga mos kelmaslik - ishtirok etish va akademik muvaffaqiyatga to'sqinlik qilishi mumkin. Ushbu omillarni hisobga olgan holda, o'qituvchilar texnologiya integratsiyasiga muvozanatli va qasddan yondashishga da'vat etiladi. Texnologiyaga asoslangan usullarni yuzma-yuz ta'lim yoki boshqa pedagogik strategiyalar bilan birlashtirib, o'qituvchilar keng doiradagi o'quvchilarni qo'llab-quvvatlovchi inklyuziv, qiziqarli va samarali ta'lim muhitini yaratishi mumkin. Xulosa qilib aytadigan bo'lsak, texnologiyaga asoslangan ta'lim zamonaviy ta'limda kuchli vositadir. Rivojlanishda davom etar ekan, o'qituvchilar uchun o'quv maqsadlari va o'quvchilar ehtiyojlariga mos keladigan raqamli ta'lim tajribasini puxta ishlab chiqish va amalga oshirish juda muhimdir. Texnologiyaga asoslangan ta'limning ba'zi misollari quyidagilarni o'z ichiga olishi mumkin:

a) Gamifikatsiyalangan o'quv platformalari

- Misollar: Kahoot!, Quizizz, Prodigy, Duolingo
- Maqsad: o'rganishni qiziqarli va raqobatbardosh qiladi, ko'rib chiqish va jalb qilish uchun ajoyib.
- Bu qanday ishlaydi: O'quvchilar o'yin formatidagi savollarga javob berishadi, ballar va nishonlarni olishadi.

b) Moslashuvchan ta'lim dasturi

- Misollar: IXL, DreamBox, Khan Academy
- Maqsad: o'quvchilarning ishlashiga asoslangan shaxsiylashtirilgan yo'llarni taqdim etadi.
- U qanday ishlaydi: platforma qiyinchilik darajasini moslashtiradi va individual taraqqiyot asosida amaliyotni taklif qiladi.

c) Videodarslar orqali o'rganish

- Misollar: Edpuzzle, YouTube EDU, Crash Course
- Maqsad: Vizual tushuntirishlar o'quvchilarga qiyin tushunchalarni o'z tezligida tushunishga yordam beradi.
- Bu qanday ishlaydi: O'qituvchilar interaktiv savollar yoki muhokamalar o'rnatilgan videolarni tayinlaydi yoki yaratadi.

d) Ta'lim dasturlari

- Misollar: Seesaw, ClassDojo, Nearpod
- Maqsad: Interfaol darslarni, o'quvchilar portfelini va ota-onalar bilan muloqotni rag'batlantirish.
- U qanday ishlaydi: O'quvchilar topshiriqlarni yuklashlari, aks ettirishni yozib olishlari yoki interaktiv slaydlarni to'ldirishlari mumkin.

e) Virtual simulyatsiyalar va laboratoriyalar

- Misollar: PhET Interactive Simulations, Gizmos
- Maqsad: O'quvchilarga xavfsiz, virtual muhitda tajriba o'tkazishga ruxsat bering.
- Bu qanday ishlaydi: O'quvchilar natijalarni bir zumda ko'rish uchun fan yoki matematik simulyatsiyalardagi o'zgaruvchilarni manipulyatsiya qiladilar.

f) Ta'limni boshqarish tizimlari (LMS)

- Misollar: Google Classroom, Canvas, Schoology
- Maqsad: Darslar, topshiriqlar, baholar va fikr-mulohazalarni bir joyda tashkil qiladi.
- U qanday ishlaydi: O'qituvchilar resurslar, viktorinalar va topshiriqlarni joylashtiradilar; o'quvchilar ishni topshiradilar va fikr-mulohazalarini ko'radilar.

g) Hamkorlik vositalari

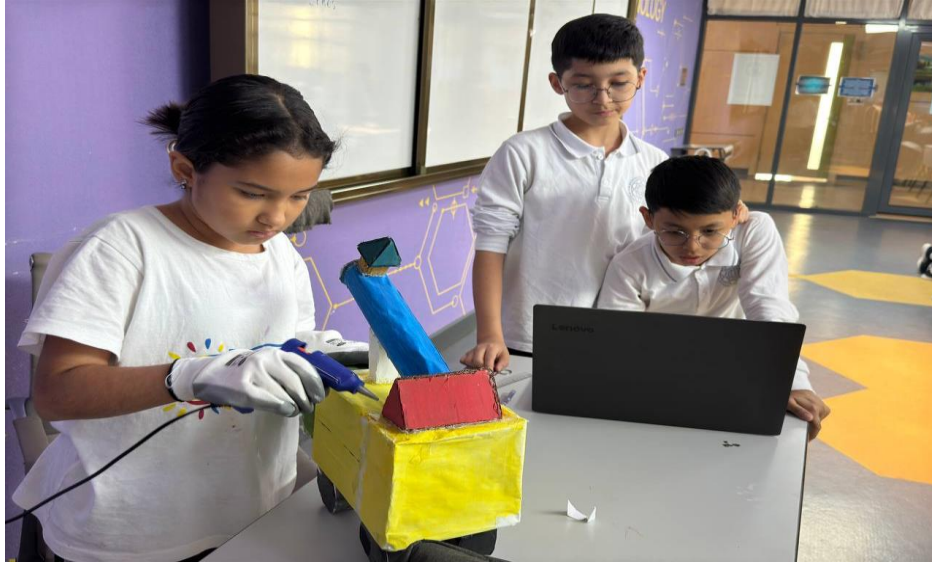
- Misollar: Google Docs/Slides, Padlet, Jamboard
- Maqsad: jamoaviy ish va umumiy ijodkorlikni rag'batlantirish.
- Bu qanday ishlaydi: O'quvchilar real vaqtda hujjatlarni birgalikda tahrir qiladilar yoki birgalikda aqliy hujum qiladilar.

h) Virtual haqiqat (VR) / kengaytirilgan haqiqat (AR)

- Misollar: Google Expeditions, Merge EDU, CoSpaces
- Maqsad: mavhum yoki uzoq tajribalarni hayotga olib keladi (masalan, inson tanasi yoki qadimiy xarobalar ichida).
- Bu qanday ishlaydi: O'quvchilar VR garnituralari yoki AR ilovalari yordamida immersiv muhitlarni o'rganadilar.

5. Loyihaga asoslangan ta'lim

Loyihaga asoslangan ta'lim (PBL) - amaliy, real dunyo tajribasiga urg'u beradigan o'qitish usulining bir turi.



Loyihaga asoslangan ta'lim: bugungi sinflar uchun amaliy yondashuv

Loyihaga asoslangan ta'lim (PBL) - amaliy, real dunyoda o'rganish tajribasi va muammolarni hamkorlikda hal qilishga urg'u beradigan o'quv strategiyasi. PBL muhitida o'quvchilar mazmunli mahsulot, taqdimot yoki yechim bilan yakunlanadigan kengaytirilgan loyihalarda qatnashadilar. Ushbu loyihalar ko'pincha fanlararo bo'lib, ko'plab mavzular bo'yicha bilim va ko'nikmalarni birlashtiradi va ko'plab shakllarni olishi mumkin - tadqiqot ishlari va raqamli media mahsulotlarini ishlab chiqarishdan jamoat tashabbuslari yoki mahsulot prototiplarigacha. PBL ning asosiy afzalliklaridan biri uning tanqidiy fikrlash, muammolarni hal qilish va hamkorlik ko'nikmalarini rivojlantirish qobiliyatidir. O'quvchilar ma'lumotni passiv qabul qilish o'rniga, o'z bilimlarini haqiqiy kontekstda faol qo'llaydilar. Bu nafaqat tushunishni chuqurlashtiradi, balki o'quvchilarga o'rganayotgan narsalarining ahamiyatini ko'rishga yordam beradi. PBL shuningdek, o'quvchi agentligini rag'batlantiradi; o'quvchilar ko'pincha rejalashtirish va qaror qabul qilishda ishtirok etadilar, bu esa egalik va motivatsiyaning oshishiga olib kelishi mumkin. Ko'pgina o'qituvchilar uchun PBLning eng jozibali jihatlaridan biri bu o'quvchilarning faolligini oshirish salohiyatidir. Loyihalar o'quvchilarning qiziqishlari yoki real muammolari bilan bog'liq bo'lsa, ular investitsiya qilish ehtimoli ko'proq bo'ladi va doimiy kuch sarflashga tayyor. PBL, shuningdek, o'quvchilarga tushunishni namoyish etish va mazmunli hissa qo'shish uchun turli xil usullarni taklif qiluvchi juda inklyuziv bo'lishi mumkin. Ya'ni, PBL qiyinchiliklar bilan birga keladi. Muvaffaqiyatli loyihani rejalashtirish va boshqarish katta vaqt va tayyorgarlikni talab qiladi, ayniqsa o'quv maqsadlari va standartlariga muvofiqligini ta'minlash uchun. Baholash ham murakkab bo'lishi mumkin, ayniqsa jarayon va yakuniy mahsulotni baholashda. Bundan tashqari, ba'zi o'quvchilar, ayniqsa, an'anaviy, o'qituvchi tomonidan boshqariladigan ta'limga o'rganib qolgan bo'lsa, kamroq tuzilgan muhitda kurashishlari mumkin.

Har qanday o'quv strategiyasida bo'lgani kabi, PBL samaradorligi o'ylangan dizayn va amalga oshirishga bog'liq. Aniq umidlar, iskala va formativ baholash o'quvchilarni yo'lda ushlab turish va o'quv maqsadlariga erishishni ta'minlash uchun muhim ahamiyatga ega. Strategik jihatdan foydalanilganda, loyihaga asoslangan ta'lim chuqurroq o'rganishni rivojlantirish va o'quvchilarni sinfdan tashqarida kerakli ko'nikmalarga tayyorlash uchun kuchli vosita bo'lishi mumkin. Loyihaga asoslangan ta'limning ba'zi yaxshi misollari quyidagilarni o'z ichiga olishi mumkin:

Fan PBL misollar

a) Barqaror shaharni qurish

- Daraja: o'rta maktabgacha
- Haydashga oid savol: *Qanday qilib ekologik jihatdan barqaror shaharni loyihalashimiz mumkin?*
- Vazifalar: O'quvchilar qayta tiklanadigan energiya, chiqindilarni boshqarish, transport va yashil binolarni o'rganadilar, so'ngra o'z shaharlarining modelini yoki raqamli rejasini tuzadilar.

b) Changlatkich hasharotlarni asrash kampaniyasi

- Dars: Boshlang'ichdan o'rtagacha
- Haydashga oid savol: *Jamiyatimizdagi changlatuvchilarni himoya qilishga qanday yordam bera olamiz?*
- Vazifalar: O'quvchilar changlatuvchilarning kamayib ketishini o'rganadilar, xabardorlik materiallarini (videolar, plakatlar) yaratadilar va changlatuvchilar uchun qulay bog'larni ekishadi.

Ijtimoiy tadqiqotlar PBL misollar

c) Tirik tarix muzeyi

- Dars: Boshlang'ichdan o'rtagacha
- Haydashga oid savol: *Dunyoni o'zgartirgan tarixiy shaxslardan nimani o'rganishimiz mumkin?*
- Vazifalar: O'quvchilar tarixiy shaxsni tadqiq qiladilar, o'z ovozlari bilan monolog yozadilar va muzey uslubidagi taqdimotda ularga "aylanishadi".

d) Ijtimoiy adolat podkasti

- Daraja: Oliy maktab
- Haydashga oid savol: *Bugungi dunyomizga ta'sir etayotgan ijtimoiy muammolar haqida xabardorlikni qanday oshirishimiz mumkin?*

- Vazifalar: Talabalar zamonaviy muammoni (iqlim adolati, irqiy tenglik va boshqalar) tadqiq qiladilar, ssenariy yozadilar va podkast epizodini yaratadilar.

Matematik PBL misollar

e) Orzudagi ta'til uchun byudjet tuzish

Dars: o'rta maktab

- Haydashga oid savol: *Ta'tilni byudjet doirasida qanday rejalashtiramiz?*
- Vazifalar: O'quvchilar yo'nalishlar, aviachiptalar, oziq-ovqat va turar joyni o'rganadilar, xarajatlarni hisoblaydilar, valyutani konvertatsiya qiladilar va batafsil byudjet bilan sayohat risolasini yaratadilar.

f) Mavzu: O'yin parkini loyihalash

- Dars: Yuqori boshlang'ichdan o'rtagacha
- Haydashga oid savol: *O'yin parkini loyihalash uchun geometriya va o'lchovni qanday qo'llashimiz mumkin?*
- Vazifalar: O'quvchilar sayohatlar, restoranlar va yo'llarni rejalashtirish uchun maydon, perimetr va masshtab chizmalaridan foydalanadilar.

STEAM / Kurikulyar PBL misollari

g) Muammoni hal qiladigan narsani ixtiro qilish

- Darajasi: har qanday
- Haydashga oid savol: *Qanday qilib biz hayotni osonlashtiradigan mahsulotni loyihalashimiz mumkin?*
- Vazifalar: Haqiqiy hayot muammosini aniqlang, aqliy hujum va yechim prototipini yarating, "Shark Tank" uslubidagi panelga taqdim eting.

h) Mahalliy hamjamiyatni yaxshilash loyihasi

- Daraja: o'rta maktabgacha
- Haydashga oid savol: *Mahallamiz yoki maktab hamjamiyatimizni yaxshilash uchun nima qilishimiz mumkin?*
- Vazifalar: O'quvchilar mahalliy muammoni aniqlaydilar, manfaatdor tomonlar bilan hamkorlik qiladilar, yechimlarni taklif qiladilar va jamoa rahbarlariga taqdim etadilar.

6. Guruhda o'rganish

Guruhda o'qitish - ijtimoiy o'zaro ta'sir va hamkorlikning muhimligini ta'kidlaydigan o'qitish usulining bir turi



Ta'lim jarayonida guruhlarda o'rganish metodikasini samarali qo'llash

Guruhda o'rganish yoki hamkorlikda o'rganish - bu o'quvchilarning faolligini oshirish va tushunishni chuqurlashtirish uchun ijtimoiy o'zaro ta'sirdan foydalanadigan ta'lim yondashuvidir. Kichik guruhlarda ishlash orqali o'quvchilar topshiriqlarni hal qiladilar, muammolarni hal qiladilar va bir-biridan o'rganadilar - sinfni yanada dinamik va o'quvchilarga yo'naltirilgan muhitga aylantiradilar. Guruhda o'qitishning eng muhim afzalliklaridan biri uning faol ishtirok etish qobiliyatidir. Talabalar hamkorlik qilganda, ular nafaqat boshqalarga o'rgatish orqali o'z tushunchalarini mustahkamlaydilar, balki turli nuqtai nazarlar va muammolarni hal qilish strategiyalari bilan tanishadilar. Bunday yondashuv ishonchni oshirishi, motivatsiyani oshirishi va yanada mazmunli o'rganish natijalariga olib kelishi mumkin. Bundan tashqari, guruh ishi muloqot, jamoada ishlash va etakchilik kabi muhim hayotiy ko'nikmalarni rivojlantiradi - akademik va real dunyoda tobora muhim bo'lgan ko'nikmalar. Biroq, guruh o'rganish qiyinchiliklarga duch keladi. Qobiliyat darajasidagi o'zgarishlar notekis hissa qo'shishga olib kelishi mumkin va ba'zi o'quvchilar guruh dinamikasi bilan kurashishlari yoki ishtirok etishdan ikkilanishlari mumkin. Ushbu muammolarni yumshatish uchun aniq taxminlarni belgilash, guruh vazifalarini puxta o'ylash va doimiy monitoring va qo'llab-quvvatlashni ta'minlash juda muhimdir. Hamkorlik me'yorlarini belgilash va rollarni belgilash yoki tengdoshlarni baholash kabi strategiyalardan foydalanish teng huquqli ishtirokni ta'minlashga yordam beradi. Agar qasddan amalga oshirilsa, guruhda o'qitish sizning sinfingizni nafaqat akademik yutuqlarni

rag'batlantiradigan, balki o'quvchilarni kelajakdagi hamkorlik muhitiga tayyorlaydigan hamkorlikdagi, o'quvchilarga asoslangan maydonga aylantirishi mumkin. Guruh o'rganish faoliyatiga bir nechta misollar:

a) O'quv guruhlari

- Bir guruh o'quvchilar imtihon uchun materialni ko'rib chiqish, qiyin tushunchalarni muhokama qilish va bir-birlarini tekshirish uchun yig'iladi. Ushbu hamkorlikdagi yondashuv tushunchalarni turli yo'llar bilan tushuntirish orqali o'rganishni mustahkamlashga yordam beradi va materialga turli nuqtai nazarlarni beradi.

b) Loyihaga asoslangan ta'lim

- Talabalar tadqiqot, rejalashtirish va yakuniy mahsulotni (masalan, taqdimot, hisobot yoki prototip) yaratishni talab qiladigan loyiha ustida birgalikda ishlaydi. Har bir a'zo loyiha turli jihatlariga o'z tajribasini hissa qo'shadi, yo'lda bir-biridan o'rganadi.

c) Tengdoshlarni o'qitish

- Ushbu o'rnatishda o'quvchilar navbatma-navbat bir-birlariga aniq mavzularni o'rgatishadi. Bir o'quvchi o'zi uchun qulay bo'lgan tushunchani tushuntiradi, boshqalari esa savollar beradi yoki shubhalarni aniqlaydi. Boshqalarga o'rgatish o'z tushunchalarini mustahkamlaydi.

d) Case Study yoki Muammoni yechish guruhlari

- Guruhga hal qilish uchun real vaziyat yoki muammo beriladi. Har bir a'zo yechim topish uchun o'z g'oyalari va tahlillari bilan hissa qo'shadi. Bu tanqidiy fikrlashni, tadqiqot ko'nikmalarini va hamkorlikda qaror qabul qilishni rag'batlantiradi.

e) Debatlar va munozaralar

- Mavzuni muhokama qilish yoki muammoni muhokama qilish uchun o'quvchilar guruhlariga bo'linadi. Har bir guruh argumentlar tayyorlaydi va ishtirokchilar tizimli dialogga kirishadilar, qarama-qarshi fikrlarni tinglaydilar va dalillarni asoslab beradilar. Bu muloqot va tanqidiy fikrlash qobiliyatini oshiradi.

f) Birgalikda o'qitish platformalari

- Munozara forumlari kabi onlayn ta'lim platformalari o'quvchilar guruhlariga virtual hamkorlik qilish imkonini beradi. Ular resurslarni baham ko'rishlari, savollar berishlari va bir-birlarining g'oyalari haqida fikr bildirishlari mumkin. Google Docs kabi vositalar guruhlariga umumiy hujjatlar ustida ishlash imkonini beradi, bu esa real vaqtda hamkorlikni rivojlantirishga yordam beradi.

g) Rolli yoki simulyatsiya o'yinlari

- Talabalar biznes muzokaralari, tarixiy qayta tiklash yoki tibbiy stsenariy kabi simulyatsiya qilingan stsenariy doirasida muayyan rollar yoki personajlarni oladilar. Bu ishtirokchilarga turli nuqtai nazarlarni tushunishga yordam beradi va muloqot, empatiya va muammolarni hal qilish kabi ko'nikmalarni mashq qiladi.

h) Jigsaw usuli

- Bu usulda har bir guruh a'zosiga o'rganish uchun materialning har xil qismi ajratiladi, so'ngra o'z bilimlarini guruh bilan baham ko'radi. Parchalarni birlashtirib, butun guruh mavzuni har tomonlama tushunadi.

i) Aqliy hujum

- Guruh ma'lum bir muammo uchun g'oyalar yoki echimlarni ishlab chiqarish uchun birlashadi. Asosiy e'tibor hukm qilmasdan erkin fikrlashga qaratilgan va har bir a'zoning hissi qadrlanadi. Bu ijodkorlikni va muammolarni birgalikda hal qilishni rivojlantiradi.

j) O'zaro baholash

- Shaxsiy topshiriqlar yoki loyihalarni bajargandan so'ng, o'quvchilar bir-birlariga fikr bildiradilar. Bu jarayon nafaqat ishni yaxshilaydi, balki ishtirokchilarga bir-birining kuchli tomonlarini va yaxshilash sohalari o'rganishga yordam beradi.

7. Individual ta'lim

Individual ta'lim - o'rganish uchun mas'uliyatni o'quvchiga yuklaydigan o'qitish usulining bir turi

Sinfda individual ta'limga ko'maklashish



Individual ta'lim - ko'pincha o'z-o'zini boshqarish deb ataladi - o'quvchilarni o'z ta'lim jarayonining markaziga qo'yadigan ta'lim usuli. Faqat o'qituvchi rahbarligidagi ko'rsatmalarga tayanishdan ko'ra, o'quvchilar shaxsiy maqsadlarni belgilashga, tegishli ta'lim

resurslarini tanlashga va individual ehtiyojlariga mos keladigan sur'atda rivojlanishga da'vat etiladi. Ushbu modelda o'qituvchining roli to'g'ridan-to'g'ri yo'riqnomadan yo'l boshchi, maslahatchi va manba ta'minotchisi roliga o'tadi. Individual ta'limning asosiy afzalliklaridan biri shundaki, u shaxsiylashtirilgan ta'lim tajribasiga imkon beradi. Agar o'quvchilar o'zlarini qiziqtirgan mavzularni o'rganish yoki ko'proq amaliyotga muhtoj bo'lgan sohalarga e'tibor berish avtonomiyasiga ega bo'lsa, ular motivatsiya, faollik va bilimlarni saqlab qolishni namoyish etishga moyildirlar. Ushbu yondashuv, shuningdek, o'quvchilarga o'z-o'zini boshqarish, tanqidiy fikrlash, qat'iyatlilik va qaror qabul qilish kabi muhim ko'nikmalarni shakllantirishga yordam beradi. Ya'ni, o'z-o'zini o'rganish qiyinchiliklardan holi emas. Ba'zi o'quvchilarda mustaqil ta'lim muhitida muvaffaqiyat qozonish uchun zarur bo'lgan vaqtni boshqarish, maqsadlarni belgilash yoki o'z-o'zini tartibga solish kabi ijro etuvchi faoliyat ko'nikmalari etishmasligi mumkin. Boshqalar izolyatsiyani boshdan kechirishlari yoki tengdoshlar bilan muloqot va fikr-mulohazalarning afzalliklaridan mahrum bo'lishlari mumkin. O'quvchilarni samarali qo'llab-quvvatlash uchun o'qituvchilar moslashuvchanlik doirasida tuzilmani ta'minlashi kerak. Bunga aniq taxminlarni belgilash, doimiy shakllantiruvchi fikr-mulohazalarni taqdim etish, taraqqiyot monitoringi uchun nazorat nuqtalarini yaratish va asta-sekin bo'shatilgan mas'uliyat orqali mustaqillikni mustahkamlash kiradi. O'quv shartnomalari, raqamli portfellar va aks ettirish jurnallari kabi vositalar ham javobgarlik va o'sishni qo'llab-quvvatlashi mumkin. Individual ta'lim niyat va qo'llab-quvvatlash bilan amalga oshirilsa, o'quvchilarga o'z ta'limini egallashga va umrbod muvaffaqiyatga erishish uchun zarur bo'lgan mustaqillikni rivojlantirishga yordam beradi.

Individual ta'limning ba'zi misollari quyidagi usullarni o'z ichiga olishi mumkin:

a) Ovoz chiqarmasdan o'qish / SSR (doimiy jim o'qish)

O'quvchilar dars vaqtida o'zlari tanlagan kitoblarni jimgina o'qiydilar. Bu mustaqil tushunish va so'z boyligini rivojlantirishga yordam beradi.

b) Mustaqil ish varaqlari yoki topshiriqlar

Dars davomida o'qitiladigan tushunchalarni mashq qilish uchun o'quvchilar mustaqil ravishda ishchi varaqlar, insholar yoki muammolar to'plamini to'ldiradilar - bu tushunishni mustahkamlash uchun juda yaxshi.

c) Mustaqil sur'atda o'qitiladigan modullar

O'quvchilar onlayn darslar, videolar yoki paketlar orqali o'z tezligida ishlaydi. Ular ko'pincha aralash yoki teskari o'qitish sinflarda qo'llaniladi.

d) Jurnal yozish yoki mulohaza yuritish

O'quvchilar ko'rsatmalarga shaxsiy javoblar yozadilar, o'rganishlari haqida fikr yuritadilar yoki o'quv jurnalini yuritadilar. Bu metakognisiya va yozish ko'nikmalarini rivojlantiradi.

e) Yakkaxon loyihalar yoki tadqiqotlar

Talabalar mavzuni tanlaydilar, uni mustaqil tadqiq qiladilar va o'z xulosalarini hisobot yoki taqdimotda taqdim etadilar. Ular tadqiqot, vaqtni boshqarish va tanqidiy fikrlash qobiliyatlarini rivojlantiradilar.

f) Test yoki viktorina topshirish

O'quvchilar materialni tushunishlarini baholash uchun tashqi yordamisiz mustaqil ravishda baholashni yakunlaydilar.

g) Mustaqil topshiriqli o'quv stansiyalari

Aylanish modelida bitta stantsiya yakkaxon faoliyatni o'z ichiga olishi mumkin, masalan, matematik muammolarni hal qilish, qisqa o'quv videosini tomosha qilish yoki flesh-kartalar bilan ishlash.

h) Maqsadni belgilash va taraqqiyotni kuzatish

O'quvchilar shaxsiy maqsadlarni belgilash va o'z taraqqiyotini kuzatish, o'z ta'limlari uchun mas'uliyatni oshirish uchun nazorat ro'yxatlari, rubrikalar yoki o'quv jurnallaridan foydalanadilar.

i) Ta'lim dasturlari bilan mashq qilish

O'quvchilar real vaqtda fikr-mulohaza bilan mustaqil ravishda ko'nikmalarni mashq qilish uchun ilovalar yoki platformalardan (masalan, Khan Academy, Duolingo yoki Prodigy) foydalanadilar.

j) O'qish va tushunish mashqlari

Talabalar parchani o'qiydilar va savollarga javob beradilar yoki mustaqil ravishda xulosa yozadilar. Bu topshiriqlar tushunish, so'z boyligi va analitik fikrlashni sinab ko'radi.

8. So'rovga asoslangan ta'lim

So'rovga asoslangan ta'lim o'qitish usulining bir turi bo'lib, u o'quvchilar tomonidan izlanish va kashfiyotga qaratilgan.



So'rovga asoslangan ta'limni sinfingizda qo'llash

So'rovga asoslangan ta'lim - bu qiziquvchanlik, tekshirish va kashfiyotga urg'u beradigan o'quvchiga yo'naltirilgan ta'lim usuli. O'quvchilarga to'g'ridan-to'g'ri javob berish o'rniga, o'qituvchilar fasilitator vazifasini bajaradilar - o'quvchilarga savollar berish, mavzularni o'rganish, tadqiqot o'tkazish va dalillarga asoslangan xulosalar chiqarishda ularga rahbarlik qiladi. Ushbu model diqqatni kontentni yetkazib berishdan faol bilim qurishga o'zgartiradi va o'quvchilarga o'z ta'limini egallashga imkon beradi. Qidiruvga asoslangan ta'limning asosiy afzalliklaridan biri uning yuqori darajadagi fikrlash qobiliyatlarini rivojlantirish qobiliyatidir. So'rov jarayonida o'quvchilar axborotni tahlil qilishni, manbalarni baholashni, tanqidiy fikrlashni va murakkab muammolarni hal qilishni o'rganadilar. Bu, shuningdek, o'quvchilarga o'zlari uchun muhim bo'lgan savollarni izlashga imkon berish orqali faollik va motivatsiyani oshiradi, chuqurroq o'rganish va doimiy qiziqishni rag'batlantiradi. Ya'ni, so'rovga asoslangan ta'limni amalga oshirish qiyin bo'lishi mumkin, ayniqsa o'qituvchi rahbarligidagi ta'limga ko'proq odatlangan o'quvchilar uchun. Ba'zilar so'rovning ochiq tabiati, bir nechta mumkin bo'lgan javoblarning noaniqligi yoki o'z ta'lim jarayonini boshqarish uchun zarur bo'lgan o'zini o'zi boshqarish bilan kurashishi mumkin. Sinfni boshqarish va vaqt cheklavlari, ayniqsa, turli darajadagi tayyorgarlik va mustaqillikka ega bo'lgan o'quvchilarni qo'llab-quvvatlashda to'siqlarni keltirib chiqarishi mumkin. Ushbu modeldagi muvaffaqiyatni qo'llab-quvvatlash uchun so'rov jarayonini kuchaytirish zarur. Bu savol berish strategiyalarini modellashtirish, tadqiqot vositalari bilan ta'minlash, aniq taxminlar va nazorat nuqtalarini o'rnatish va individual va hamkorlikda o'rganish imkoniyatlarini o'z ichiga olishi mumkin. O'quvchilar intellektual xavf-xatarni o'z zimmlariga olishlari mumkin bo'lgan xavfsiz sinf muhitini yaratish ham juda muhimdir.

To'g'ri tuzilma va qo'llab-quvvatlash bilan so'rovga asoslangan ta'lim chuqurroq tushunishga, o'quvchilarning vakolatlarini oshirishga va yanada dinamik, jozibali sinf muhitiga olib kelishi mumkin. Zamonaviy sinfda so'rovga asoslangan ta'limning bir nechta misollari:

a) Ilm-fan

Misol: "Muz qanchalik tez erishiga nima ta'sir qiladi?"

- Talabalarga turli materiallar (tuz, shakar, qum va boshqalar) va muz kublari beriladi.
- Ular har bir moddaning erish tezligiga ta'sirini tekshirish uchun o'zlarining tajribalarini ishlab chiqadilar.
- Ular ma'lumotlarni to'playdi, natijalarni tahlil qiladi va xulosalar chiqaradi.

So'rov elementi: O'quvchilar farazlar yaratadilar, tajribalar o'tkazadilar va natijalarni sharhlaydilar.

b) Ingliz tili / Adabiyot

Misol: "Qahramonni nima ishonarli qiladi?"

- Talabalar qisqa hikoyalar yoki romanlarni o'qiydilar.
- Ular xarakterning motivatsiyasi, rivojlanishi va ishonchliligi haqida savollarni ishlab chiqadilar.
- Ular o'z fikrlarini matnli dalillar bilan muhokama qiladilar va qo'llab-quvvatlaydilar.

So'rov elementi: to'g'ri/noto'g'ri javoblar o'rniga talqin qilish, savol berish va tanqidiy fikrlashga e'tibor qarating.

c) Matematika

Misol: "Pitsani adolatli taqsimlashning eng samarali usuli nima?"

- O'quvchilardan bo'linish, kasrlar va geometriya tushunchalarini o'rganish so'raladi.
- Ular turli xil matematik strategiyalardan foydalangan holda adolatli echimlarni topish uchun guruhlarda ishlaydi.
- Ular o'z xulosalarini taqdim etadilar va mantiqlarini himoya qiladilar.

So'rov elementi: Haqiqiy hayot stsenariylari orqali muammolarni hal qilish.

d) Ijtimoiy fanlar

Misol: "Nima uchun sivilizatsiyalar ko'tariladi va tushadi?"

- Talabalar turli xil qadimiy tsivilizatsiyalarni o'rganadilar.

- Ular o'zlarining tadqiqot savollarini yaratadilar va nazariyalarni qo'llab-quvvatlash uchun tarixiy dalillardan foydalanadilar.
- Ular umumiy omillarni topish uchun tsivilizatsiyalar bo'ylab naqshlarni solishtiradilar.

So'rov elementi: Tarixiy voqealarni o'quvchilar tomonidan so'roq qilish va sharhlash.

e) Musavvirlik san'ati

Misol: "Rang san'atdagi hissiyotga qanday ta'sir qiladi?"

- Talabalar turli xil san'at asarlarini o'rganadilar va ranglardan foydalanishni tahlil qiladilar.
- Ular turli madaniyatlarda rassomlarning rangni ramziy ma'noda ishlatishlarini o'rganadilar.
- Ular rang tanlash orqali his-tuyg'ularni ifodalovchi o'zlarining asarlarini yaratadilar.

So'rov elementi: tadqiqot, tadqiqot va shaxsiy ifodani rag'batlantiradi.

f) Umumiy strategiya: "Qiziqishlar devori"***

- O'quvchilar o'zlarini qiziqtirgan savollarni joylashtiradigan joy.
- O'quvchilar boshchiligidagi mini-tekshiruvlar uchun har hafta bir yoki bir nechta savol tanlanadi.
- Har qanday mavzuga bog'lanishi mumkin va qiziqishni rivojlantirish uchun juda yaxshi.

9. Kinestetik (amaliy-harakatlar) ta'lim

Kinestetik ta'lim - jismoniy faollik va harakatni o'z ichiga olgan o'qitish usulining bir turi



Turli xil o'quvchilarni jalb qilish va qo'llab-quvvatlash uchun kinestetik ta'limdan foydalanish

Kinestetik ta'lim - bu o'quvchilarning tushunishi va ushlab turishini qo'llab-quvvatlash uchun jismoniy harakat va amaliy faoliyatni birlashtiradigan o'qitish usuli. Talabalar ko'pincha amalda eng yaxshi o'rganadilar, degan ishonchga asoslangan ushbu strategiya, ayniqsa, ko'p sensorli, tajribali o'rganish muhitidan

foйда ko'radiganlar uchun samaralidir. Sinfda kinestetik o'rganish ko'plab shakllarda bo'lishi mumkin - matematikada manipulyatsiyalardan foydalanish, adabiyot muhokamalarida rolli o'yinlarni qo'shish yoki harakatga asoslangan fan simulyatsiyalarini loyihalash. Masalan, o'quvchilarga moddiy ob'ektlar bilan kasr modellarini jismoniy jihatdan qurish yoki qayta tartiblash mavhum matematik tushunchalarni yanada qulayroq va aniqroq qilishi mumkin. Bu usul, ayniqsa, an'anaviy, ma'ruzaga asoslangan sharoitlarda kurashayotgan o'quvchilar uchun qimmatli bo'lishi mumkin. Kinestetik harakatlar tabiiy ravishda ishtirok etishni qo'llab-quvvatlaydi, diqqatni yaxshilaydi va nozik va qo'pol harakatni muvofiqlashtirishni rivojlantirishga yordam beradi. Ular, shuningdek, kuchli xotirani eslab qolishga hissa qo'shishi mumkin, chunki o'rganish harakat va jismoniy tajriba bilan bog'liq bo'ladi. Ya'ni, kinestetik strategiyalarni amalga oshirish puxta rejalashtirishni talab qiladi. Ushbu tadbirlar qo'shimcha sinf xonasi, tayyorgarlik vaqti va materiallarni talab qilishi mumkin. O'qituvchilar, shuningdek, sinfni boshqarish yoki jismoniy cheklovlari yoki sezgir sezgirligi bo'lgan o'quvchilarni joylashtirish bilan bog'liq muammolarga duch kelishi mumkin. Differentsiatsiya va moslashuvchanlik muhim ahamiyatga ega - barcha o'quvchilarning mazmunli va xavfsiz ishtirok etishini ta'minlash. Kinestetik o'rganishni amaliyroq qilish uchun kichik o'zgarishlardan boshlashni o'ylab ko'ring: harakatga asoslangan isinish, aylanish stantsiyalari yoki akademik tarkibni mustahkamlaydigan qisqa interaktiv vazifalar. Jismoniy faoliyatni mulohaza yoki munozara bilan birlashtirish ham o'rganishni chuqurlashtirishi va barcha o'quvchilarga tajribani qayta ishlash imkoniyatini berishi mumkin. Qasddan foydalanilganda, kinestetik o'rganish faollikni oshirishi, asosiy tushunchalarni mustahkamlashi va keng doiradagi o'quvchilar uchun mazmunli kirish nuqtalarini taklif qilishi mumkin. Kinestetik o'rganishning ba'zi misollari uchun men quyidagilarga amal qildim:

a) Rol o'ynash va simulyatsiyalar

O'quvchilar tarixiy voqealar, ilmiy jarayonlar (masalan, fotosintez) yoki romandagi qahramonlarning o'zaro ta'sirini namoyish etadilar.

b) O'quv stantsiyalari

Sinf atrofida turli stantsiyalarni o'rnatib, u erda o'quvchilar vazifalarni bajarish yoki muammolarni hal qilish uchun jismoniy harakat qilishadi.

c) Matematik manipulyatorlar

Matematik masalalarni jismoniy ko'rsatish uchun bloklar, hisoblagichlar yoki kasr plitalaridan foydalanish.

d) Ilmiy tajribalar

O'quvchilar kimyoviy moddalarni aralashtiradigan, sxemalar quradigan yoki namunalarni ajratadigan amaliy laboratoriyalar .

e) Interfaol doskalar yoki aqlli doskalar

O'quvchilar paydo bo'ladi va tarkib bilan jismonan o'zaro ta'sir qiladi - elementlarni sudrab olish, yozish, moslashtirish.

f) Imo-ishoraga asoslangan o'rganish

Tushunchalarni ifodalash uchun muayyan tana harakatlaridan foydalanish (masalan, burchaklar yoki kuchlarni taqlid qilish uchun qo'llardan foydalanish).

g) Sinf bo'ylab qidiruv topshiriqlari

Xona atrofida joylashtirilgan lug'at, tarixiy faktlar yoki fan atamalariga oid maslahatlarni topish.

h) Modellarni yaratish

O'rganishni ifodalash uchun hujayra modellari, 3D xaritalar yoki dioramalar kabi narsalarni qurish.

i) Raqs yoki musiqa orqali o'rganish

Jarayonlarni eslab qolish uchun xoreografiya harakatlari (masalan, suv aylanishi yoki ritmga o'rnatilgan ko'paytirish jadvallari).

j) Jamoaga asoslangan jismoniy o'yinlar

Estafeta poygalari kabi, o'quvchilar poyganing har bir bosqichida savollarga javob beradilar yoki topshiriqlarni bajaradilar.

10. O'yinga asoslangan ta'lim

O'yinga asoslangan ta'lim - o'rganishni osonlashtirish uchun o'yinlardan foydalanishni o'z ichiga olgan o'qitish usulining bir turi



O'yinga asoslangan ta'lim: bugungi sinflar uchun amaliy vosita

O'yinga asoslangan ta'lim (GBL) o'quv muhitiga o'yin elementlarini (masalan, ball tizimlari, qiyinchiliklar, darajalar va mukofotlar) o'z ichiga olgan ta'lim strategiyasidir. Raqamli platformalar yoki amaliy mashg'ulotlar orqali bu yondashuv o'quvchilarning faolligini, motivatsiyasini va o'quv jarayonida faol ishtirokini oshirish uchun mo'ljallangan.

GBL ning eng muhim afzalliklaridan biri bu o'rganishni o'quvchilar uchun yanada interaktiv va qiziqarli qilish qobiliyatidir. O'yin tarkibidagi tarkibni shakllantirish orqali o'quvchilar ko'pincha ko'proq sarmoya kiritadilar va tavakkal qilishga tayyor bo'lishadi, bu esa chuqurroq o'rganishga olib kelishi mumkin. Yaxshi ishlab chiqilgan o'yinlar, shuningdek, tanqidiy fikrlashni, hamkorlikni va muammolarni hal qilishni rag'batlantiradi - 21-asrning ta'lim maqsadlariga mos keladigan ko'nikmalar. Ya'ni, o'yinga asoslangan o'rganish qiyinchiliklardan xoli emas. Ba'zi o'quvchilar materialni o'zlashtirishdan ko'ra ko'proq

raqobat yoki mukofotlarga e'tibor qaratishlari mumkin. Boshqalar, agar ular tabiiy ravishda tez sur'atda yoki raqobat muhitida rivojlanmasa, format bilan kurashishi mumkin. GBLni amalga oshirishda o'quvchilaringizning individual ehtiyojlarini hisobga olish muhim, bu an'anaviy yondashuvlarni o'rnini bosmasdan, to'ldirishini ta'minlash. Ta'lim texnologiyalarining mavjudligi o'sib borishi bilan o'yin elementlarini o'qitishga integratsiyalash tobora ommalashib bormoqda. To'liq miqyosli raqamli o'quv o'yinlaridan foydalanasizmi yoki oddiygina nishonlar, peshqadamlar jadvali yoki tanlovga asoslangan vazifalar kabi o'yin elementlarini qo'shsangiz ham, GBL o'quv asboblari to'plamiga qimmatli qo'shimcha bo'lishi mumkin. Sinf darajasi bo'yicha GBL faoliyati va platformalariga misollar:

a) Boshlang'ich sinflar uchun

- Platformaga misollar:
 - *Kahoot!* va *Quizizz* - qiziqarli, raqobatbardosh formatda formativ baholash uchun ajoyib.
 - *Prodigy* - o'quv dasturlari standartlariga mos keladigan matematikaga yo'naltirilgan RPG.
 - *ABCmouse* - Interfaol hikoyalar va o'yinlar orqali erta savodxonlik va hisoblash.
- Faoliyat g'oyasi: O'quvchilar kitob o'qish, matematik jumboqlarni echish yoki yaxshi xulq-atvorni ko'rsatish kabi vazifalarni bajarish uchun ball to'playdigan sinfda "kvest" yarating.

b) O'rta sinflar uchun

- Platformaga misollar:
 - *Minecraft Education Edition* - hamkorlikdagi qurilish muammolari bilan fan, tarix va kodlash kabi fanlarni qo'llab-quvvatlaydi.
 - *Gimkit* - Tez sur'atda viktorina o'yini, unda o'quvchilar o'z o'rganishlarini "kuchaytirish" uchun o'yin ichida valyuta topishlari mumkin.
 - *Breakout EDU* - jamoaviy ish va muammolarni hal qilishga yordam beradigan jismoniy yoki raqamli qochish xonasi uslubidagi o'yinlar.
- Faoliyat g'oyasi: Bir birlikka (masalan, fandagi "ekotizimlar") tegishli raqamli axlat ovini loyihalash, unda o'quvchilar oldinga siljish uchun maslahatlar va muammolarni hal qilishlari kerak.

c) Katta sinflar uchun (9–11):

- Platformaga misollar:
 - *Blooket* - Viktorina uslubidagi savollarni katta yoshdagi o'quvchilarni qiziqtiradigan o'yin mexanikasi bilan birlashtiradi.
 - *SimCityEDU* yoki *Classcraft* - tizimni fikrlash, rejalashtirish va qaror qabul qilishni o'rgatadi.
 - *Maktablar uchun Duolingo* - Moslashuvchan qiyinchiliklar va mukofotlar bilan til o'rganish uchun ideal.
- Faoliyat g'oyasi: Loyihaga asoslangan simulyatsiya yarating (masalan, soxta biznesni yuritish, tarixiy inqirozni hal qilish yoki barqaror shaharni loyihalash), bunda o'quvchilar muvaffaqiyat va hamkorlik asosida ball to'plashadi yoki darajani oshiradilar.

O'qituvchilar tabaqalashtirilgan va o'quvchiga yo'naltirilgan yondashuvlarni o'rganishda davom etar ekan, o'yinga asoslangan ta'lim keng doiradagi ta'lim maqsadlarini qo'llab-quvvatlashning moslashuvchan va qiziqarli usulini taklif etadi. O'ylangan integratsiya bilan u kuchli motivator va ta'lim strategiyangizning mazmunli qismi bo'lishi mumkin

11. Ekspeditsiyaviy ta'lim

Ekspeditsiyaviy ta'lim - tajriba va izlanish orqali o'rganishga qaratilgan o'qitish usulining bir turi



O'qituvchilar uchun amaliy yondashuv

Ekspeditsiyaviy ta'lim - bu tajriba, so'rov va real hayotda qo'llash orqali o'rganishga urg'u beradigan o'quvchiga yo'naltirilgan ta'lim usuli. Bu an'anaviy sinf muhitidan tashqariga chiqish va o'quvchilarni amaliy mashg'ulotlarga, dala ishlariga va hamkorlikdagi loyihalarga jalb qilishni o'z ichiga oladi. Ushbu yondashuv faol ishtirokni birinchi o'ringa qo'yadi va o'quvchilarni o'z bilimlarini mazmunli va haqiqiy kontekstlarda qo'llashga undaydi. Ekspeditsiyaviy ta'limning asosiy afzalliklaridan biri uning sinfda jamoaviy va jamoaviy

tuyg'uni rivojlantirish qobiliyatidir. Birgalikda muammolarni hal qilish va vazifalarni bajarish orqali o'quvchilar o'zlarining ta'lim jarayoniga egalik qilishda muhim muloqot va etakchilik ko'nikmalarini rivojlantiradilar. Ushbu umumiy tajriba qo'llab-quvvatlovchi, o'quvchilarga asoslangan o'quv muhitini yaratishga yordam beradi. Ekspeditsiyaviy ta'lim, shuningdek, o'quvchilarni eksperimental, real vaziyatlarga jalb qilish orqali chuqurroq ishtirok etishga yordam beradi. Ushbu dolzarblik kontentni esda qolarli va o'quvchilar hayotiga tatbiq etuvchi qiladi, ko'pincha motivatsiya va esda qolishni oshiradi. O'qituvchilar uchun bu yanada dinamik va ishtirokchi sinf madaniyatiga aylanadi. Biroq, ushbu model bilan bog'liq qiyinchiliklarni tan olish muhimdir. Ekspeditsiyaviy ta'lim ko'pincha jiddiy rejalashtirish, qo'shimcha resurslar va vaqtni talab qiladi - allaqachon to'ldirilgan o'quv jadvali sharoitida qondirish qiyin bo'lishi mumkin bo'lgan talablar. Guruh loyihalari yoki dala tajribasi doirasida o'quvchilarning individual yutuqlarini baholash ijodiy va moslashuvchan baholash strategiyalarini talab qiladigan qiyinchiliklarni keltirib chiqarishi mumkin. Ushbu qiyinchiliklarga qaramay, ekspeditsion ta'lim ta'sirli va doimiy ta'lim tajribasini yaratish uchun kuchli vosita bo'lishi mumkin. Tadqiqot, hamkorlik va real hayotda qo'llash imkoniyatlarini o'z ichiga olgan holda, o'qituvchilar o'quvchilarni sinfdan tashqarida ham mavjud bo'lgan muhim ko'nikmalar va bilimlar bilan jihozlashlari mumkin.

Ekspeditsiyaviy ta'limning ba'zi misollari

Ilm-fan

Atrof-muhitni o'rganish bo'yicha

o'quvchilar mahalliy oqim yoki daryoda suv sifati testlarini o'tkazadilar, biologik xilma-xillik bo'yicha ma'lumotlarni to'playdilar va o'z xulosalarini mahalliy tabiatni muhofaza qilish guruhi yoki shahar kengashiga taqdim etadilar.

Rivojlangan ko'nikmalar: Ma'lumotlarni to'plash, ilmiy tahlil qilish, atrof-muhitni muhofaza qilish, fuqarolik faolligini oshirish.

Maktab bog'i loyihasi

o'quvchilari o'simliklarning o'sishini kuzatib, ekotizimlar, oziqlanish va barqarorlik kabi mavzularni o'rganib, maktab bog'ini loyihalashtirib boradilar.

Ko'nikmalar hosil bo'ladi: Kuzatish, biologiya, jamoada ishlash, mas'uliyat.

Ingliz tili/Til san'ati

Mahalliy og'zaki tarix loyihasi

o'quvchilari jamoat oqsoqollari yoki mahalliy rahbarlar bilan suhbatlashadilar va ularning hayoti haqida hikoyalar yozadilar yoki podkastlar tayyorlaydilar.

Rivojlangan ko'nikmalar: tadqiqot, suhbat, yozish, faol tinglash, empatiya.

Jamiyat axborot byulleteni

o'quvchilari mahalliy voqealar, o'quvchilarning fikrlari va maktab yoki mahalla muammolari haqidagi maqolalarni aks ettiruvchi axborot byulleteni yozish va chop etish uchun hamkorlik

qiladi.

Rivojlangan ko'nikmalar: Yozish, tahrirlash, hamkorlik qilish, media savodxonligi.

Matematika

Real-World Budget Simulation

O'quvchilar real narxlar va ma'lumotlardan foydalangan holda shaxsiy yoki biznes byudjetini yaratadilar va boshqaradilar (masalan, maktab tadbirini yoki oilaviy sayohatni rejalashtirish).

Rivojlangan malakalar: Moliyaviy savodxonlik, tanqidiy fikrlash, qaror qabul qilish.

Arxitektura va geometriya yo'nalishi

o'quvchilari geometrik shakllarni aniqlash va maydon, perimetr yoki hajmni hisoblash uchun o'z jamoalaridagi binolarni o'rganadilar.

Rivojlangan ko'nikmalar: Fazoviy fikrlash, o'lchash, amaliy geometriya.

Ijtimoiy fanlar

Fuqarolik harakati loyihasi

talabalari mahalliy muammoni aniqlaydilar (masalan, yo'l harakati xavfsizligi yoki parklarni saqlash), uni tadqiq qiladilar, manfaatdor tomonlar bilan uchrashadilar va yechim yoki kampaniyani taklif qiladilar.

Rivojlangan malakalar: Tadqiqot, notiqlik, tanqidiy fikrlash, fuqarolik mas'uliyati.

Tarixiy piyoda sayohat

O'quvchilar o'z shaharlari yoki mintaqalaridagi tarixiy diqqatga sazovor joylarni xaritada ko'rishadi va tashrif buyurishadi, keyin boshqalar uchun multimedia taqdimotlari yoki qo'llanmalar yaratadilar.

Rivojlangan ko'nikmalar: xaritalash, tarixiy tadqiqot, hikoya qilish, texnik ko'nikmalar.

San'at

Jamiyat devoriy rasmlari yoki badiiy o'rnatish

o'quvchilari mahalliy rassom bilan hamkorlikda jamiyat tarixi yoki madaniyatini aks ettiruvchi devoriy rasm yoki ommaviy san'at asarini yaratadilar.

Rivojlangan ko'nikmalar: dizayn, vizual ifodalash, hamkorlik, madaniy qadrlash.

Ijroga asoslangan hikoya qilish darslari mahalliy voqealar, tarix yoki ijtimoiy mavzular

asosida spektakl yoki skitslar yozadi, mashq qiladi va ijro etadi . *Rivojlangan ko'nikmalar:* Yozish, ijro etish, jamoada ishlash, ijodiy ifodalash.

12. Teskari o'qitish modeli

O'qitiladigan sinf modeli bilan o'qitishni qayta ko'rib chiqish



O'qituvchilar sifatida biz doimo sinflarimizni yanada qiziqarli va samarali qilish yo'llarini qidiramiz. O'zgaruvchan sinf - bu so'nggi yillarda diqqatni passiv o'rganishdan faol o'rganishga o'tkazish qobiliyati bilan mashhur bo'lgan yondashuvlardan biridir. Qaytarilgan modelda to'g'ridan-to'g'ri o'qitish (masalan, videoma'ruzalar yoki tayinlangan o'qishlar) darsdan tashqarida amalga oshiriladi, bu amaliy mashg'ulotlar, hamkorlikda ishlash va

kontentni chuqurroq o'rganish uchun qimmatli sinf vaqtini bo'shatadi. Qaytarilgan sinfning eng katta afzalliklaridan biri shundaki, u o'quvchilarga o'quv mazmuni bilan o'z tezligida shug'ullanish imkonini beradi. Videolar, podkastlar yoki interfaol o'qishlar orqali o'quvchilar kerak bo'lganda materiallarni to'xtatib turishi, orqaga o'tkazishi va qayta ko'rib chiqishlari mumkin – bu an'anaviy jonli ma'ruzada mumkin emas. Bu moslashuvchanlik, ayniqsa, ma'lumotni qayta ishlash uchun ko'proq vaqt talab qiladigan yoki kichikroq qismlarda o'rganishni afzal ko'radigan o'quvchilar uchun foydali bo'lishi mumkin. Qaytarilgan modelning haqiqiy kuchi uning sinfdagi vaqtni qanday o'zgartirishida yotadi. Dars davrlarini kontentni yetkazib berishga sarflash o'rniga, biz faol o'rganish strategiyalariga e'tibor qaratishimiz mumkin, masalan, guruh muhokamalari, muammolarni hal qilish, tengdoshlarga o'rgatish va loyihaga asoslangan o'rganish. Ushbu siljish bizga ko'proq maqsadli yordam ko'rsatish, chuqurroq o'rganishni osonlashtirish va hamkorlik orqali yanada mustahkam sinf munosabatlarini o'rnatish imkonini beradi. Ya'ni, teskari sinfni amalga oshirish o'z qiyinchiliklari bilan birga keladi. O'quvchilarga model talab qiladigan mas'uliyat va mustaqillikka moslashish uchun vaqt kerak bo'lishi mumkin. Texnologiyaga kirish yana bir e'tibordir - hamma o'quvchilarning uyda ishonchli internet yoki qurilmalari bo'lmasligi mumkin, bu ularning darsdan oldingi materiallar bilan shug'ullanish qobiliyatiga ta'sir qilishi mumkin. O'qituvchi nuqtai nazaridan, yuqori sifatli teskari darslarni tayyorlash vaqt talab etadi, ayniqsa video va raqamli resurslarni qayta ishlash yoki yaratishda. Ushbu to'siqlarga qaramay, ko'plab o'qituvchilar teskari yondashuv yanada mazmunli o'rganish tajribasiga va o'quvchilarning faolligini oshirishga olib keladi. O'ylangan rejalashtirish, aniq taxminlar va qo'llab-quvvatlash tizimlari mavjud bo'lsa, o'zgartirilgan sinf bizning o'quv asboblari to'plamimizda kuchli vosita bo'lishi mumkin. Darsga teskari sinf usulini qanday kiritish mumkinligiga bir nechta misollar:

1. O'rta maktab matematikasi - Algebra

Sinf oldidan topshiriq:

Talabalar kvadrat formuladan foydalanib, kvadrat tenglamalarni yechish usullarini tushuntiruvchi 10 daqiqalik videoni tomosha qiladilar. Ular, shuningdek, Khan Academy yoki Edpuzzle kabi onlayn platforma orqali bir nechta asosiy amaliyot muammolarini hal qilishadi.

Sinfidagi faoliyat:

O'quvchilar juftlik yoki kichik guruhlarda kvadrat tenglamalar bilan bog'liq murakkabroq, real masalalarni yechish uchun ishlaydi. O'qituvchi qo'llab-quvvatlash, noto'g'ri tushunchalarni tuzatish va qo'shimcha yordamga muhtoj o'quvchilar uchun mini-seminar o'tkazish uchun aylanib yuradi.

2. O'rta maktab fanlari - ekotizimlar

Sinf oldi topshirig'i:

O'quvchilar har xil turdagi ekotizimlar va oziq-ovqat zanjirlari haqida qisqacha maqola o'qiydilar yoki video tomosha qiladilar. Ular raqamli daftarda rahbarlik qiluvchi savollarga javob beradilar.

Sinf ichidagi faoliyat:

O'quvchilar kesilgan turlar yoki raqamli vositalar yordamida o'zlarining oziq-ovqat tarmog'ini yaratadilar, shuningdek ularning ekotizimida energiya qanday oqayotganini namoyish etadilar. Keyingi munozara o'zgarishlar (masalan, turni yo'q qilish) tizimga qanday ta'sir qilishiga qaratilgan.

3. Oliy maktab ingliz tili - adabiy tahlil

Sinf oldi topshirig'i:

O'quvchilar o'rganilayotgan roman yoki qissadan misollar keltirgan holda simbolizm, bashorat va ironiya kabi adabiy vositalar bo'yicha yozib olingan mini ma'ruzalarni tomosha qiladilar.

Sinfidagi faoliyat:

O'quvchilar guruhlarda matndan parchaga izoh qo'yadi, adabiy vositalardan qanday foydalanishni aniqlaydi va muhokama qiladi. Keyin ular qisqacha tahlil yozadilar yoki qisqacha taqdimot tayyorlaydilar.

4. Boshlang'ich maktab – ijtimoiy fanlar (5-sinf)

Sinf oldi topshirig'i:

O'quvchilar Amerika inqilobi haqidagi bolalar uchun mo'ljallangan animatsion videoni tomosha qilishadi va bir necha oddiy tushunish savollariga javob berishadi.

Sinf ichidagi faoliyat:

O'quvchilar vatanparvarlar va sodiqlar rollarini o'z zimmalariga oladigan va davrning asosiy masalalarini muhokama qiladigan sinf simulyatsiyasida qatnashadilar. Shundan so'ng aks ettiruvchi jurnalga yozuv kiritiladi.

5. Oliy maktab informatika - dasturlash

Sinf oldi topshirig'i:

O'quvchilar o'zgaruvchilar va shartlar bo'yicha kodlash bo'yicha qo'llanmani Replit yoki Code.org kabi interaktiv platformalar yordamida to'ldiradilar.

Sinfidagi faoliyat:

O'quvchilar kichik guruhlarda ishlashadi va shartli shartlardan (masalan, viktorina yoki raqamli folbin) oddiy o'yin yoki ilovani yaratadilar va o'quv qo'llanmada o'rganganlarini qo'llaydilar.

Ushbu misollarning har biri o'zgaruvchan sinfning asosiy g'oyasini ta'kidlaydi: to'g'ridan-to'g'ri o'qitish darsdan oldin amalga oshiriladi va dars vaqti faol, yuqori darajadagi o'quv vazifalari uchun ajratilgan.

13. Rolli o'yinlar

Ta'lim strategiyasi sifatida rol o'ynashdan foydalanish



Rol o'ynash keng qo'llaniladigan o'qitish usuli bo'lib, u o'quvchilarni asosiy tushunchalarni yoki real vaziyatlarni o'rganish va tushunish uchun muayyan rollarni olish yoki stsenariylarni bajarishni o'z ichiga oladi. Ushbu yondashuv juda ko'p qirrali bo'lib, mavhum yoki murakkab tarkibni yanada aniqroq va o'zaro bog'liq qilish uchun turli fanlar, jumladan, til san'ati, ijtimoiy tadqiqotlar va fanlar bo'yicha birlashtirilishi mumkin.

Sinfda ta'lim jarayonini olib borishdagi afzalliklar:

- **O'quvchilarning faolligini oshiradi:** Talabalar turli rollarni o'z zimmalariga olganlarida, ular o'quv jarayoniga ko'proq jalb qilinadi. Ushbu amaliy ishtirok, ayniqsa, an'anaviy ma'ruza

formatlari bilan kurashishi mumkin bo'lgan o'quvchilar uchun yaxshiroq saqlash va chuqurroq tushunishga olib keladi.

- **Ijtimoiy-hissiy o'rganishni rag'batlantiradi:** Rol o'ynash o'quvchilarga xavfsiz va tuzilgan muhitda muloqot qilish, empatiya, hamkorlik va muammolarni hal qilish uchun imkoniyatlar yaratadi.
- **Tanqidiy fikrlashni rag'batlantiradi:** Rolli o'yinlar orqali bir nechta nuqtai nazarlarni o'rganish o'quvchilarga analitik fikrlashni rivojlantirishga va turli nuqtai nazarlarni aks ettirishga yordam beradi.

Amalga oshirish uchun mulohazalar:

- **Senariyni loyihalash:** Barcha o'quvchilarga mos keladigan mazmunli, yoshga mos va inklyuziv senariylarni ishlab chiqish ko'p vaqt talab qilishi mumkin, ammo muvaffaqiyat uchun zarurdir.
- **O'quvchilarning qulaylik darajalari:** Ba'zi o'quvchilar tengdoshlari oldida chiqish qilishda ikkilanish yoki o'zini o'zi anglashlari mumkin. Qo'llab-quvvatlovchi muhit yaratish va ishtirok etish variantlarini taklif qilish muhimdir.
- **O'qituvchining tayyorgarligi:** Samarali rol o'ynash o'ylangan rejalashtirish, aniq ko'rsatmalar va o'quvchilarni vazifani bajarishda davom ettirish va o'quv maqsadlariga erishishni ta'minlash uchun mohirona yordam berishni talab qiladi.

Yakuniy fikrlar: Ehtiyotkorlik bilan rejalashtirilgan va puxta o'ylangan holda, rolli o'yin o'quvchilarning bilimini oshirish uchun kuchli vosita bo'lishi mumkin. Bu faol ishtirokni qo'llab-quvvatlaydi, muhim yumshoq ko'nikmalarni shakllantiradi va chuqurroq fikrlashni rag'batlantiradi. O'qituvchilar sifatida, darslarga rol o'ynashni qo'shish uchun vaqt ajratish mazmunli va uzoq davom etadigan o'rganish tajribasini berishi mumkin.

Sinflarimizda rolli o'yinni qanday qo'shishimiz mumkinligiga ba'zi misollar:

Til san'ati

- **Adabiy qahramonlar bilan suhbatlar:** Talabalar roman qahramonlari rolini o'ynaydilar va bir-birlaridan intervyu olishadi, motivlar, ziddiyatlar va voqealarni muhokama qilishadi.
- **Muallif raisi:** Bir o'quvchi hikoya yoki she'r muallifini o'ynaydi, boshqalari esa o'z tanlovlari va yozish jarayoni haqida savollar berishadi.
- **Munozarali dramalar:** Talabalar matndagi turli nuqtai nazarlarni ifodalovchi rollarni o'z zimmalariga oladilar va markaziy masala yoki mavzuni muhokama qiladilar.

Ijtimoiy fanlar

- **Tarixiy simulyatsiyalar:** Mashhur voqeani (masalan, Konstitutsiyaviy konventsiya, Fuqarolik huquqlari marshi) qayta jonlantirish, unda o'quvchilar tarixiy shaxslarni o'ynaydilar va davrga mos muhokamalar olib boradilar.

- **Hukumat vazifalari:** O'quvchilar fuqarolik jarayonlarini tushunish uchun senator, prezident yoki elchi sifatida harakat qiladigan soxta hukumat yoki BMT sessiyasini tashkil etish.
- **Madaniy almashinuv kuni:** O'quvchilar turli dunyo madaniyatlaridan rollarni o'zlashtiradilar va simulyatsiya qilingan o'zaro ta'sirlarda yoki savdo tajribalarida qatnashadilar.

Ilm-fan

- **Bir kunlik olim:** O'quvchilar taniqli olimlar sifatida harakat qilishadi va kashfiyotlarni tushuntiradilar yoki muammolarni o'sha olim nuqtai nazaridan hal qiladilar.
- **Ekotizim simulyatsiyasi:** o'quvchilarga oziq-ovqat tarmog'ida (yirtqich, o'lja, parchalanuvchi va boshqalar) turli rollarni tayinlash va o'zaro ta'sirlarni amalga oshirish.
- **Fanda axloq:** bioetikaga oid rolli o'yin stsenariylari, masalan, klonlash yoki atrof-muhit muammolari, bu erda o'quvchilar turli manfaatdor tomonlar pozitsiyalarini bahslashadi.

Matematika

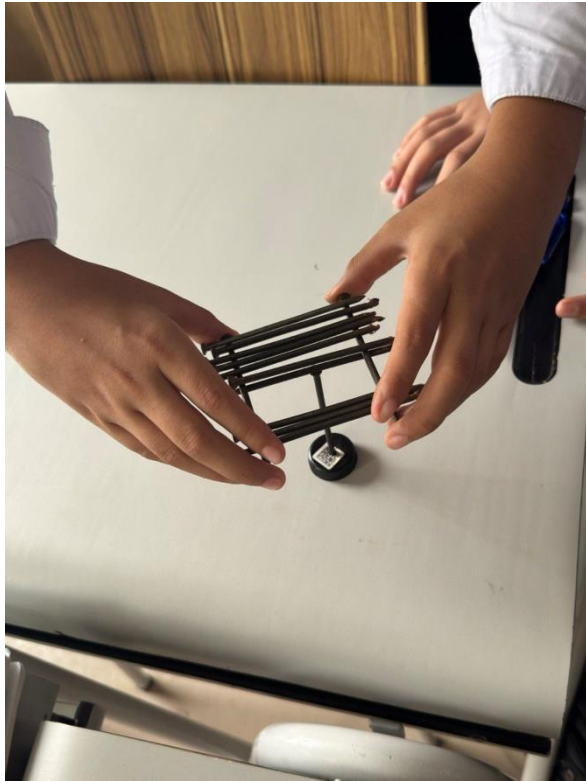
- **Matematik savdogari:** o'quvchilar real vaqt rejimida jami hisoblashlari, o'zgartirishlar kiritishlari va chegirmalarni qo'llashlari kerak bo'lgan go'zal do'konni o'rnatish.
- **Ma'lumotlar tahlilchilari:** O'quvchilar real dunyo ma'lumotlarini tahlil qiladigan va topilmalarni "kompaniya" (sinf) ga taqdim etuvchi ma'lumotlar olimlari rolini o'ynaydi.
- **Matematik masalalarni hal qiluvchilar:** o'quvchilar matematik strategiyalarni rolda (masalan, detektiv, muhandis) echishlari kerak bo'lgan sirli yoki haqiqiy muammolarni yarating.

Ijtimoiy-hissiy ta'lim (SEL)

- **Mojarolarni hal qilish stsenariylari:** O'quvchilar maktabdagi umumiy mojarolarni ko'rsatadilar va ularni sog'lom muloqot yordamida hal qilishni mashq qiladilar.
- **Empatiya yurishi:** Har bir o'quvchi bironing o'rniga qadam qo'yadi (masalan, kimnidir haqorat qilish, yangi o'quvchi) va bu odam o'zini qanday his qilishi haqida fikr yuritadi.
- **Karyera kunida rol o'ynash:** o'quvchilar ish suhbatlari, kundalik vazifalar yoki ish joyidagi muammolarni hal qilish orqali kelajakdagi martabalarini o'rganadilar.

14. Muammoli ta'lim

Sinfda muammoli ta'limni amalga oshirish: o'qituvchilar uchun qo'llanma



Muammoga asoslangan ta'lim (PBL) - bu o'quvchilarga yo'naltirilgan ta'lim strategiyasi bo'lib, u o'quvchilarni haqiqiy, haqiqiy muammolarni hal qilishga jalb qiladi. An'anaviy ma'ruzaga asoslangan usullar orqali kontentni yetkazib berish o'rniga, PBL o'quvchilarni mazmunli yechimlarni ishlab chiqish uchun tanqidiy fikrlash, so'rov va tadqiqotdan foydalangan holda guruhlarda hamkorlikda ishlashga undaydi. Ushbu yondashuv fanlar bo'ylab qo'llanilishi va turli xil ta'lim uslublari va sinf maqsadlariga mos kelishi mumkin. PBL ning asosiy afzalliklaridan biri uning chuqurroq o'rganishga yordam berish qobiliyatidir. O'quv mazmunini real hayot stsenariylari kontekstida joylashtirish orqali o'quvchilar

material bilan faol shug'ullanishga, o'z bilimlarini amaliy usullarda qo'llashga va murakkab masalalar yuzasidan tanqidiy fikrlashga undaydi. Bu nafaqat kontentni o'zlashtirishni qo'llab-quvvatlaydi, balki o'quvchilarga 21-asrning muhim ko'nikmalarini rivojlantirishga yordam beradi. PBL, shuningdek, hamkorlik va muloqotni rivojlantiradi - sinfda ham, sinfdan tashqarida ham tobora muhim bo'lgan ko'nikmalar. Guruhdagi ish o'quvchilarni o'z fikrlarini aniq ifodalashga, tengdoshlarini tinglashga va umumiy maqsadlar sari harakat qilishga undaydi. Jimroq yoki ko'proq introvert o'quvchilar uchun PBL o'ziga ishonchni mustahkamlash va qo'llab-quvvatlovchi muhitda tengdoshlari bilan muloqot qilish uchun tuzilgan imkoniyatlarni taklif qiladi. Albatta, PBL o'ziga xos qiyinchiliklar bilan birga keladi. Rejalashtirish va amalga oshirish ko'p vaqt talab qilishi mumkin, ayniqsa o'quv dasturlari standartlariga mos keladigan mazmunli, ochiq muammolarni ishlab chiqishda. Bundan tashqari, guruh dinamikasini boshqarish va o'quvchilarning teng ishtirokini ta'minlash murakkab bo'lishi mumkin. Biroq, puxta rejalashtirish, aniq taxminlar va qasddan yordam berish bilan bu muammolarni hal qilish mumkin. Samarali bajarilganda, PBL o'quv tajribasini o'zgartiradi, bu esa uni yanada dolzarb, qiziqarli va o'quvchilarga qaratilgan qiladi. Bu o'quvchilarga o'z ta'limiga egalik qilish imkoniyatini beradi, shu bilan birga akademik va real sharoitlarda muvaffaqiyatga erishish uchun zarur bo'lgan ko'nikmalarni rivojlantiradi. Quyida sizning sinfingizda ishlatilishi mumkin bo'lgan muammoga asoslangan o'rganish misollari keltirilgan:

Fan (o'rta ta'lim)

Muammo: *Mahalliy muhitda plastik ifloslanishni qanday kamaytirishimiz mumkin?*

PBL faoliyati: Talabalar plastik ifloslanishning ekotizimlarga ta'sirini o'rganadilar, mahalliy ma'lumotlarni tahlil qiladilar (masalan, maktab tushliklari yoki jamoat joylaridagi chiqindilar) va maktabda qayta ishlash tashabbuslari yoki xabardorlik kampaniyalari kabi yechimlarni taklif qiladilar.

Rivojlangan ko'nikmalar: Ekologik savodxonlik, ma'lumotlarni tahlil qilish, ishonchli muloqot, jamoada ishlash.

Ingliz tili san'ati (o'rta ta'lim)

Muammo: *Maktabimizda o'quvchilar orasida kitob o'qishni qanday targ'ib qilishimiz mumkin?*

PBL faoliyati: O'quvchilar tengdoshlari orasida so'rov o'tkazadilar, o'qishdagi to'siqlarni tahlil qiladilar va o'qishni rag'batlantirish uchun kitob klublari, mavzuli o'qish haftalari yoki kitob tavsiyalari kabi kampaniya tashkil qiladilar.

Rivojlangan malakalar: tadqiqot, yozish, notiqlik, ijodiy fikrlash.

Matematika (boshlang'ich yoki o'rta ta'lim)

Muammo: *Cheklangan byudjetda sinf sayohatini qanday rejalashtirishimiz mumkin?*

PBL faoliyati: Talabalar xarajatlarni hisoblab chiqadilar (transport, kirish, ovqatlanish), variantlarni solishtiradilar va belgilangan byudjetga mos keladigan taklif yaratadilar.

Rivojlangan ko'nikmalar: Byudjet tuzish, asosiy arifmetika, qaror qabul qilish, matematikani real hayotda qo'llash.

Ijtimoiy fanlar (o'rta ta'lim)

Muammo: *Qanday siyosatlar shahrimizdagi uysizlikka qarshi kurashishga yordam beradi?*

PBL faoliyati: O'quvchilar uysizlikning mahalliy sabablarini o'rganadilar, mavjud siyosatlarni o'rganadilar va hamjamiyat manfaatdor tomonlari bilan suhbatlashadilar. Keyin ular shahar kengashi yoki maktab auditoriyasiga taqdim etish uchun siyosat tavsiyalari yoki harakat rejalarni ishlab chiqadilar.

Rivojlangan ko'nikmalar: tanqidiy fikrlash, empatiya, fuqarolik mas'uliyati, tadqiqot.

Texnologiya/Kompyuter fanlari (O'rta maktab yoki kollej)

Muammo: *Talabalarga vaqtlarini yaxshiroq boshqarishga yordam beradigan ilovani qanday loyihalashimiz mumkin?*

PBL faoliyati: O'quvchilar asosiy xususiyatlarni (eslatmalar, vazifalarni kuzatish va h.k.) aniqlash, UI/UX dizaynlarini chizish va asosiy prototipni yaratish yoki kontseptsiyani tengdoshlariga etkazish uchun jamoalarda ishlaydi.

Rivojlangan ko'nikmalar: dizayn fikrlash, hamkorlik, kodlash, loyihalarni boshqarish.

Boshlang'ich umumiy ta'lim

Muammo: *Qanday qilib sinfimizni yanada ekologik toza qilishimiz mumkin?*

PBL faoliyati: O'quvchilar sinfda energiyadan foydalanish, qayta ishlash odatlari va chiqindilarni o'rganadilar. Keyin ular qayta ishlash stantsiyasi yoki "chiroqlarni o'chirish" kompaniyasi kabi yashil sinf rejasini ishlab chiqadilar va amalga oshiradilar.

Rivojlangan ko'nikmalar: Kuzatish, jamoada ishlash, mas'uliyat, atrof-muhitni bilish.

Turli xil o'qitish usullaridan samarali foydalanish: O'qituvchilar uchun maslahatlar

O'qituvchilar sifatida biz har bir o'quvchi yoki har bir mavzu uchun ishlaydigan yagona o'qitish usuli yo'qligini bilamiz. Asosiysi, to'g'ri yondashuvni to'g'ri vaqtda qanday tanlash va qo'llashni bilish. Sinfingizda turli xil o'qitish strategiyalaridan maksimal darajada foydalanishga yordam beradigan ba'zi amaliy maslahatlar:

1. O'quvchilarning ehtiyojlari va o'rganish uslublaridan boshlash

Har bir sinf o'ziga xosdir. Ba'zi o'quvchilar ko'rgazmali qurollarga yaxshi munosabatda bo'lishadi, boshqalari muhokamadan yoki amaliy mashg'ulotlardan foyda ko'radi. Darslarni rejalashtirayotganda, o'quvchilaringizning o'rganish afzalliklarini, oldingi bilimlarini va ehtiyojlarini baholashga vaqt ajrating. To'g'ridan-to'g'ri ko'rsatma, so'rovga asoslangan o'rganish yoki hamkorlikdagi faoliyat bo'ladimi, usullarni tanlash uchun ushbu ma'lumotlardan foydalaning.

2. Talab va kutilmalarni aniq belgilab qo'yish

Usul qanday bo'lishidan qat'i nazar, aniqlik muhokama qilinmaydi. Talabalaringiz nima qilishlari kerakligi, ular qanday baholanishi va nima uchun bu faoliyat muhimligini tushunishlariga ishonch hosil qiling. Aniq ko'rsatmalar va o'quv maqsadlari o'quvchilarga diqqatni jamlash va mas'uliyatli bo'lishga yordam beradi, ayniqsa ochiqroq yoki o'quvchilar tomonidan boshqariladigan vazifalarni bajarishda.

3. Fikr va mulohazalarni shakllantirish

Loyihaga asoslangan ta'lim, tengdoshlar bilan hamkorlik yoki muammoni hal qilish vazifalari kabi o'qitish strategiyalari, agar o'quvchilar o'rganganlari haqida mulohaza yuritish uchun vaqtlari bo'lganda yaxshi ishlaydi. Tengdoshlar va o'z-o'zini baholash uchun imkoniyatlar yarating va o'quvchilarni o'z ta'lim jarayoni haqida tanqidiy fikrlashga undash. Bu tushunishni chuqurlashtiradi va hamkorlik, muloqot va tanqidiy fikrlash kabi muhim ko'nikmalarni rivojlantiradi.

4. Tashkiliy jihatdan puxta va maqsadga yo'naltirilgan bo'lish

Yaxshi rejalashtirish, qanday usul bo'lishidan qat'i nazar, samarali o'qitish uchun zamin yaratadi. Raqamli vositalarni o'z ichiga olyapsizmi, bahs-munozarani osonlashtirasizmi yoki

mini-ma'ruza o'qiyapsizmi, materiallaringiz tayyor va maqsadlaringiz aniq ekanligiga ishonch hosil qiling. Strukturaviy rejalashtirish nafaqat yo'lda qolishingizga yordam beradi, balki o'quvchilarga boshqa narsa kerak bo'lganda aylanishni osonlashtiradi.

5. Innovatsiyalarga ochiq qolish

O'qitish usullari doimo rivojlanib bormoqda. Yangi narsalarni sinab ko'rishdan qo'rqmang - bu teskari sinf modeli, o'yinlashtirilgan o'rganish yoki o'quvchi tanlovini integratsiyalash. Yangi strategiyalar bilan tajriba o'tkazish sizning ta'limingizni faollashtirishi va o'quvchilarning faolligini oshirishi mumkin. Bu yil ishlaydigan narsa o'tgan yilgidan farq qilishi mumkin - va bu yaxshi.

Yakuniy fikr

Eng samarali o'qituvchilar sezgir, mulohaza yurituvchi va moslashishga tayyor. Maqsad va moslashuvchanlik bilan o'qitish usullarini tanlasangiz, siz o'quvchilaringiz bilan qaerda uchrashish va ularni mazmunli o'rganishga yo'naltirish uchun yaxshi jihozlanasiz.

4-bo'lim

Samarali o'qitish, darsni rejalashtirish va darsni bajarish

Samarali o'qitish

Samarali o'qitishning oltita asosiy toifasi mavjud. Ushbu olti toifaga quyidagilar kiradi:

Tarkibni bilish

Ko'rsatmalar sifati

Iqlimni o'rgatish

Sinf boshqaruvi

O'qituvchining e'tiqodlari

Professional xulq-atvor

Ushbu kitobning 4-bo'limida biz Sinfni boshqarishni chuqurroq o'rganamiz, bu bo'limda biz ushbu oltita toifani ko'rib chiqamiz, shuningdek, ba'zi dars rejalarini o'rganamiz va sinflarimizda darsni qanday o'tkazishni ko'rib chiqamiz.

Tarkibni bilish: samarali o'qitishning asosiy toshi

Kontentni bilish deganda o'qituvchining o'zi o'rgatayotgan mavzuni tushunishi tushuniladi. Bu shunchaki faktlarni bilishdan tashqarida - bu fanning asosiy tushunchalari, tuzilishi va jarayonlarini chuqur tushunishni o'z ichiga oladi. O'qituvchilar uchun mazmunli bilim nafaqat to'g'ri ta'lim berish, balki qiziqishni uyg'otish, o'quvchilarning murakkab savollariga javob berish va tanqidiy fikrlashni rivojlantirish uchun ham muhimdir.

Kontentni bilishning asosiy jihatlari:

1. Bilimlarning chuqurligi va kengligi

O'qituvchilar o'z mavzusining katta rasmini ham, nozik tafsilotlarini ham tushunishlari kerak. Bu turli xil tushunchalarning qanday bog'lanishini bilish va ularni turli yo'llar bilan tushuntirishni anglatadi.

2. Pedagogik mazmun bilimi

Bu mavzuni o'quvchilarga tushunarli qilish qobiliyatidir. Bu bilishni o'z ichiga oladi:

- O'quvchilarning umumiy noto'g'ri tushunchalari
- Samarali tushuntirishlar, analogiyalar va misollar
- Turli xil o'rganish darajalari uchun qiyin tushunchalarni qanday qurish mumkin

3. O'quv dasturidan xabardor bo'lish

O'qituvchilar har bir sinf darajasida o'qitiladigan narsalarni boshqaradigan o'quv dasturi va standartlar bilan tanish bo'lishi kerak. Bu kontentning rivojlanishga mos kelishini va yildan-yilga mantiqiy ravishda tuzilishini ta'minlaydi.

4. O'quv mazmunining moslashuvchanligi

darslarni yanada qiziqarli va dolzarb qilish uchun o'quvchilarning ehtiyojlari, qiziqishlari yoki joriy voqealarga asoslangan holda o'z mazmunini o'zgartirish imkoniyatiga ega bo'lishi kerak .

5. Uzluksiz ta'lim

fanlari rivojlanadi, o'qituvchilar ham shunday bo'lishi kerak. Kasbiy rivojlanish, akademik o'qish va hamkasblar bilan hamkorlik qilish kontent bilimlarini dolzarb va dinamik saqlashga yordam beradi.

Nima uchun bu muhim:

- O'qituvchilar o'z tushuntirishlarida ishonchli va aniq bo'lsa, o'quvchilar yanada samaraliroq o'rganadilar.
- Bu sinfning ishonchliligini va o'quvchilarning ishonchini oshiradi.
- Kuchli kontent bilimlari o'qituvchilarga yanada boy va qiyinroq o'rganish tajribasini yaratishga imkon beradi.

Ta'lim sifati

Yuqori sifatli ta'lim samarali o'qitish va o'rganishning asosidir. Bu shunchaki kontentni yetkazib berishdan tashqariga chiqadi; u barcha o'quvchilarni jalb qilish, qo'llab-quvvatlash va e'tiroz bildirishlarini ta'minlash uchun rejalashtirish, etkazib berish va aks ettirishning strategik aralashmasini o'z ichiga oladi. Asosiy tarkibiy qismlarga quyidagilar kiradi:

1. Samarali savol berish

- Chuqur fikrlashni rivojlantirish uchun ochiq va tekshiriladigan savollardan foydalaning.

- Inklyuziv ishtirokni ta'minlash uchun *kutish vaqti* va *sovuq qo'ng'iroq* kabi usullardan foydalaning.
- O'quvchilarni o'z fikrlarini asoslashga, tushunchalarni tushuntirishga va muqobil javoblarni o'rganishga undash.

2. Oldingi o'rgangan bilimlarni takrorlash

- Asosiy bilimlarni mustahkamlash va uzoq muddatli xotirani mustahkamlash uchun darslarni qidirish amaliyoti bilan boshlang.
- Yangi tarkibni avval o'qitiladigan materialga ulang, havolalarni ajratib ko'rsating va sxemani mustahkamlang.
- Tushunishni o'lchash va noto'g'ri tushunchalarni qayta ko'rib chiqish uchun past baholi viktorinalardan yoki boshlang'ich vazifalardan foydalaning.

3. O'rganish uchun baholash

- Tushunganingizni tekshirish uchun chiqish chiptalari, mini-doskalar yoki bosh barmog'ini yuqoriga/pastga qo'yish kabi davom etayotgan formativ baholashlardan foydalaning.
- O'quvchilarni yaxshilashga yo'naltiradigan o'z vaqtida, aniq fikr-mulohazalarni taqdim eting.
- O'quvchilarning javoblari va o'rganish dalillari asosida real vaqt rejimida o'qitishni sozlang.

4. Iskala va progressiv ko'nikmalarni rivojlantirish

- Murakkab vazifalarni boshqarilishi mumkin bo'lgan bosqichlarga bo'ling va o'quvchilarning o'ziga ishonchi ortishi bilan yordamni asta-sekin olib tashlang.
- O'rganishni qo'llab-quvvatlash uchun modellashtirish, boshqariladigan amaliyot va tuzilgan ramkalardan foydalaning.
- Bilimlarni ketma-ket shakllantiring, davom etishdan oldin o'quvchilar asosiy ko'nikmalarni egallashlarini ta'minlang.

5. Maqsadga yo'naltirilgan amaliy mashg'ulotlar

- O'quvchilarga o'rganganlarini turli va mazmunli kontekstlarda qo'llash imkonini beruvchi faoliyatni loyihalash.
- O'rganishni mustahkamlash va tushunishni chuqurlashtirish uchun takroriy imkoniyatlarni taqdim eting.
- Vazifalar qiyin, ammo erishish mumkinligiga ishonch hosil qiling, bu taraqqiyot va muvaffaqiyat hissini rag'batlantiring.

6. Yuqori umidlar va aniq tushuntirishlar

- Barcha o'quvchilardan yuqori umidlarni saqlang, har bir kishi muvaffaqiyat qozonishi mumkinligiga ishonch hosil qiling.
- Tushunishni kuchaytirish uchun tegishli til va ko'rgazmali qurollardan foydalangan holda aniq, qisqa tushuntirishlar bering.
- Tushunishni ta'minlash uchun asosiy tushunchalarni muntazam ravishda qayta ko'rib chiqing va mustahkamlang.

Ijobiy va qiyin o'qitish muhitini yaratish

O'qituvchilar sifatida biz sinf xonalarida yaratgan muhit o'quvchilarning o'rganish, harakat va o'z imkoniyatlarini qanday qabul qilishlarida muhim rol o'ynaydi. Murakkab *o'qitish muhiti* qiyinchilik uchun o'rganishni qiyinlashtirishni anglatmaydi - bu o'quvchilarga ularga javob berish uchun zarur bo'lgan qo'llab-quvvatlash va rag'batlantirishni ta'minlash bilan birga yuqori talablarni qo'yishni anglatadi. Bu iqlim qat'iy qobiliyatni emas, balki sa'y-harakatlar va strategiya natijasi sifatida kompetentsiyani rivojlantirish, chidamlilikni rivojlantirish va muvaffaqiyatga erishish uchun ataylab ishlab chiqilishi kerak.

1. Kompetentsiya hissini tarbiyalash

O'quvchilar o'zlariga qo'yilgan talablarni qondirish qobiliyatini his qilishlari kerak. Bu degani:

- Qattiq, ammo erishish mumkin bo'lgan vazifalarni loyihalash.
- Taraqqiyot va rivojlanish sohalarini ta'kidlaydigan aniq, konstruktiv fikr-mulohazalarni taklif qilish.
- O'quvchilarga o'z qobiliyatlariga ishonchni mustahkamlashga yordam berish uchun kichik yutuqlarni tan olish.
- Ta'limni boshqarish va o'rganish daqiqalarini nishonlash uchun formativ baholashdan foydalanish.

✓ *O'zingizdan so'rang: Mening o'quvchilarim o'zlarining ishonchlari va ko'nikmalarini kuchaytiradigan tarzda qiyinchilikka duch kelishadimi?*

2. Muvaffaqiyatni harakat va strategiyaga bog'lash

Biz o'quvchilarning o'rganishga bo'lgan ishonchini biz yuborgan xabarlar orqali ham aniq, ham bilvosita shakllantiramiz. Iste'doddan ko'ra sa'y-harakatlarni qadrlaydigan o'quv muhiti *o'sish ongini rivojlantirishga yordam beradi*.

- Muayyan harakatlarni maqtang: "Siz juda aqllisiz" emas, balki "O'sha qayta ko'rib chiqish paytida siz haqiqatan ham diqqatni jamladingiz".
- O'rganishning bir qismi sifatida kurashni normallashtiring: harakat, qat'iyat va strategiyadan foydalanish muvaffaqiyatga qanday olib kelishini ta'kidlang.

- Model metakognitiv strategiyalar: o'quvchilarga muvaffaqiyatli o'quvchilar *qanday* fikrda ekani haqida ma'lumot bering.

✓ *O'zingizdan so'rang: mening sinfimdagi xabarlarim harakat va strategiya yaxshilanishga olib keladi degan fikrni kuchaytiradimi?*

3. Chidamlilikni qadrlash va muvaffaqiyatsizlikni fikr-mulohaza sifatida qabul qilish

Bardoshli o'quvchi - bu qiyinchiliklarni tahdid sifatida emas, balki imkoniyatlar sifatida ko'radigan kishi. Kuchli ta'lim muhitida:

- Xatolar qimmatli o'rganish vositalari sifatida qaraladi.
- Tavakkalchilik rag'batlantiriladi va muvaffaqiyatsizliklar qoralanadi.
- Mulohaza sinf amaliyotida - loyihalar, testlar va muhokamalardan so'ng amalga oshiriladi.

✓ *O'zingizdan so'rang: o'quvchilar qiyinchilik tug'dirsa yoki muvaffaqiyatsizlikka uchrasa, men qanday munosabatda bo'laman? Fikrlash va tiklanish uchun joy yaratamanmi?*

4. Yordamchi hamjamiyatni qurish

O'quvchilar o'zlarini hissiy jihatdan xavfsiz, hurmatli va bog'langan his qilsalar, muvaffaqiyatga erishadilar. Aloqalar samarali sinf muhitining asosidir.

- Tengdoshlar bilan hamkorlik va o'zaro hurmatni rag'batlantirish.
- Bashoratlilik va ishonchni kuchaytiradigan izchil tartib va tuzilmalarni yarating.
- Talabalarning tajribasi va istiqbollari chinakam qiziqish bildiring.

✓ *O'zingizdan so'rang: o'quvchilar o'zlarini ko'rinadigan, qo'llab-quvvatlangan va mening sinfimdagi akademik tavakkal qilish uchun xavfsiz his qiladilarmi?*

Qisqa bayoni; yakunida

Yaxshi ishlab chiqilgan o'qitish muhiti - bu o'quvchilarni ko'tarilishga chaqiradigan, yiqilganda ularni qo'llab-quvvatlaydigan va o'sish uchun zarur bo'lgan sa'y-harakatlarni nishonlaydigan muhitdir. O'qituvchilar sifatida biz sinfdan uzoqqa cho'ziladigan fikrlash tarzini shakllantirishga qodirmiz - o'quvchilarning o'zlariga qanday qarashlari, to'siqlarga qanday yondashishlari va o'z imkoniyatlarini ishga solishlariga ta'sir qiladigan fikrlash.

Sinf boshqaruvi nima?

Sinf boshqaruvi o'qituvchilarning uyushgan, samarali va hurmatli o'quv muhitini saqlab qolish uchun foydalanadigan strategiyalari va usullarini anglatadi. U aniq taxminlar va tartiblarni belgilashdan tortib, xulq-atvor muammolariga samarali javob berishgacha bo'lgan hamma narsani o'z ichiga oladi.

Sinfni boshqarish nima uchun muhim?

- **O'rganishni rag'batlantiradi** : O'quvchilar nima kutilayotgani va atrof-muhit tuzilganligini bilsalar, ular o'rganishga ko'proq e'tibor berishlari mumkin.
- **Buzilishlarni minimallashtiradi** : Samarali boshqaruv vazifadan tashqari xatti-harakatlar va sinfdagi buzilishlarni kamaytiradi.
- **O'quvchilarning farovonligini qo'llab-quvvatlaydi** : Xavfsiz va oldindan aytib bo'ladigan muhit hissiy xavfsizlik va hurmatni kuchaytiradi.
- **O'qituvchi stressini kamaytiradi** : Yaxshi boshqariladigan sinf o'qituvchilarga tartib-intizomga kamroq vaqt sarflashga va dars berishga ko'proq vaqt sarflashga imkon beradi.

Sinfni samarali boshqarishning asosiy elementlari

1. Aniq taxminlar va qoidalar

- Imkoniyat bo'lganda o'quvchilar bilan birgalikda sinf qoidalarini yarating.
- Oddiy, ijobiy va oz sonli qoidalarni saqlang (masalan, "Boshqalarni hurmat qiling", "Tayyor bo'ling").
- Ularni ko'rinadigan tarzda joylashtiring va tez-tez qayta ko'rib chiqing.

2. Rutinlar va tartiblar

- O'tish, materiallarni taqsimlash, hammomdan foydalanish va hokazolar uchun izchil tartiblarni o'rnatish.
- Muntazam ravishda, ayniqsa, yil boshida tartiblarni o'rgatish, namuna oling va mashq qiling.

3. Munosabatlar qurish

- O'quvchilaringiz bilan shaxsan tanishish.
- Hamdardlik, hurmat va adolatni namoyon etish.
- Ijobiy mustahkamlash va shaxsiy maqtovlardan foydalanish.

4. Jozibador ko'rsatma

- Tegishli va qiyin bo'lgan darslarni rejalashtirish.
- O'quvchilarni qiziqitirish uchun turli xil o'qitish strategiyalaridan foydalanish (masalan, guruhda ishlash, texnik vositalar, o'yinlar).
- Aniq ko'rsatmalar va pacing ishlamay qolish va noto'g'ri xatti-harakatlarni kamaytirishga yordam beradi.

5. Xulq-atvorni boshqarish strategiyalari

- **Proaktiv strategiyalardan** foydalanish : yaxshi xulq-atvorni maqtash, tanlov qilish, muloyimlik bilan yo'naltirish.
- **oqibatlarini izchil va adolatli** qo'llang (ijobiy va tuzatuvchi).
- Quvvat uchun kurashdan qoching - xotirjam bo'ling va o'quvchilarga o'zini tuzatish imkoniyatini bering.

6. Sinf muhiti

- Chalg'itadigan narsalarni kamaytirish uchun joyingizni tartibga soling.
- Materiallar mavjud bo'lishi va tartib faoliyatni qo'llab-quvvatlashiga ishonch hosil qiling (guruh ishi, individual ish va boshqalar).

- Me'yorlar va taxminlarni mustahkamlovchi o'quvchilar ishini va ingl.

Mashhur modellar va ramkalar

- **PBIS (Positive Behavioral Interventions and Supports)** : ijobiy xulq-atvorni o'rgatish va mustahkamlashga urg'u beradi.
- **Javobgar sinf** : Jamiyatni qurish va akademiklar bilan bir qatorda ijtimoiy-emotsional ko'nikmalarni o'rgatishga qaratilgan.
- **Ishonchli intizom (Kanter)** : aniq umidlar, izchillik va qat'iy muloqotni himoya qiladi.
- **Qayta tiklash amaliyotlari** : jazo intizomidan ko'ra munosabatlarni tiklash va jamiyat qurishga urg'u beradi.

Yangi o'qituvchilar uchun maslahatlar

- Qattiq va iliq boshlang - avval tuzilish, keyin moslashuvchanlik.
- Barqaror, ammo rahm-shafqat bilan moslashuvchan bo'ling.
- Fikrlash jurnalini saqlang - nima ishlayotganini va nima ishlamasligiga e'tibor bering.
- Yordam va g'oyalar uchun murabbiy yoki hamkasblar bilan bog'laning.
- Xulq-atvorni shaxsan qabul qilmang - bu muloqotdir.

O'qituvchining e'tiqodi nima?

O'qituvchining e'tiqodi - bu o'qituvchilarning o'qitish, o'rganish, o'quvchilar, o'quv dasturlari va o'zlarining rollari haqida bilmaydigan yoki aniq g'oyalari, taxminlari va tushunchalari. Ushbu e'tiqodlar shaxsiy tajriba, ta'lim, madaniy kontekst va kasbiy rivojlanish bilan shakllanadi.

Ular har doim ham ongli emas, lekin ular sinfdagi qarorlar, harakatlar va munosabatlarga kuchli rahbarlik qiladi.

Nima uchun o'qituvchining e'tiqodi muhim

1. **Ta'limiy yondashuvlar tanloviga ta'sir etuvchi omillar**
qanday qilib eng yaxshi o'rganishi haqidagi e'tiqodlar o'qituvchining to'g'ridan-to'g'ri yo'riqnomani, so'rovga asoslangan o'rganishni, guruhda ishlashni yoki texnologiyaga asoslangan darslarni tanlashiga ta'sir qiladi.
2. **O'quvchilarning kutilmalariga ta'siri**

barcha o'quvchilar o'sishga qodir deb hisoblaydigan o'qituvchi yuqoriroq talablar qo'yadi va ko'proq adolatli imkoniyatlar yaratadi.

3. **Aloqalarni shakllantirish o'quvchilarning xatti-harakati va motivatsiyasi**
haqidagi e'tiqodlar sinf boshqaruvi, intizom amaliyoti va munosabatlar qanday qurilganiga ta'sir qiladi.

4. O'zgarishlarga munosabat

O'qituvchilarning o'quv dasturlarini isloh qilish, yangi pedagogika yoki inklyuziv amaliyotga ochiqqligi ko'pincha ularning asosiy e'tiqodlariga bog'liq.

O'qituvchilar e'tiqodining umumiy sohalari

E'tiqod hududi	E'tiqodga misol
Talabalar haqidagi e'tiqodlar	"Ba'zi o'quvchilar tabiiy ravishda matematikani yaxshi bilishadi."
O'rganish haqidagi e'tiqodlar	"O'quvchilar amaliy mashg'ulotlar orqali yaxshiroq o'rganadilar."
O'qitish haqidagi e'tiqodlar	"Mening vazifam bilimlarni samarali uzatishdir."
Baholash haqidagi e'tiqodlar	"Baholar harakatni emas, balki mahoratni aks ettirishi kerak."
Tenglik/inklyuzivlik haqidagi e'tiqodlar	"Madaniy muhit o'quv dasturi mazmunini shakllantirishi kerak."
O'z-o'zini samaradorligi haqidagi e'tiqodlar	"Agar o'quvchi harakat qilmasa, men farq qila olmayman."

E'tiqodlar qanday shakllanadi

- **Shaxsiy maktab tarixi** : "Kuzatuvning shogirdligi" - biz o'quvchilar sifatida boshdan kechirgan narsamiz.
- **O'qituvchilarni tayyorlash dasturlari** : Pedagogik ta'lim va nazariya.
- **Kasbiy madaniyat** : maktab me'yorlari, etakchilik va tengdoshlarning ta'siri.
- **Doimiy tajriba** : E'tiqodlarni mustahkamlaydigan yoki shubha ostiga qo'yadigan kundalik o'qitish haqiqatlari.

E'tiqodlar o'zgarishi mumkinmi?

Ha, lekin bu har doim ham oson emas. E'tiqodlar odatda **chuqur qabul qilinadi** va yangi dalillar yoki siyosatlar yaxshiroq yondashuvlarni taklif qilsa ham, o'zgarishlarga qarshilik ko'rsatishi mumkin. O'zgarish ko'pincha quyidagi hollarda sodir bo'ladi:

- O'qituvchilar o'z amaliyotlari haqida **fikr yuritadilar** .
- Ular turli strategiyalar yordamida **muvaffaqiyatga erishadilar** .
- **Qo'llab-quvvatlovchi professional hamjamiyat** mavjud .
- **Doimiy kasbiy ta'lim** bilan shug'ullanadilar .

Nega e'tiqodlar haqida mulohaza yuritish muhim?

O'z e'tiqodlaringizni ochish va tekshirish uchun vaqt ajratish sizga yordam berishi mumkin:

- E'tiqodlar va amaliyotlar o'rtasidagi uzilishlarni aniqlang.

- Yo'riqnomani o'quvchilar ehtiyojlariga yaqinroq moslang.
- Inklyuziv, o'quvchilarga yo'naltirilgan sinf xonasini yarating.
- Innovatsiyalar va doimiy takomillashtirishni qabul qiling.

O'qituvchilar uchun professional xulq-atvor

O'qituvchilikdagi professional xatti-harakatlar nafaqat kiyinish qoidalariga rioya qilish yoki o'z vaqtida bo'lish emas, balki ta'lim muhitida hurmat, halollik va yuqori standartlarni targ'ib qiluvchi keng ko'lamli amaliyotlarni o'z ichiga oladi. Bu nimani o'z ichiga oladi:

1. Axloqiy xulq-atvor

- Talabalar haqidagi ma'lumotlar va shaxsiy ma'lumotlarning maxfiyligini saqlang.
- Baholash va intizomga nisbatan adolatli va xolis bo'ling.
- Manfaatlar to'qnashuvidan qoching va barcha munosabatlarda halollikni qo'llab-quvvatlang.

2. Hurmatga asoslangan muloqot

- Talabalar bilan aniq, hurmatli va yoshiga mos tildan foydalaning.
- Ota-onalar, hamkasblar va maktab rahbariyati bilan konstruktiv hamkorlik qiling.
- O'quvchilar yoki xodimlar haqida g'iybat, nomaqbul hazil yoki salbiy gapirishdan saqlaning.

3. Mas'uliyat va javobgarlik

- O'z vaqtida va barcha darslar va vazifalarga tayyor bo'ling.
- Maktab siyosati va hisobot protokollariga rioya qiling.
- O'qitish amaliyotingiz haqida o'ylang va fikr-mulohazalarga ochiq bo'ling.

4. Professional ko'rinish

- Maktab muhitiga va o'rnak bo'lishlariga mos tarzda kiyinish.
- O'quvchilarga ijobiy o'rnak bo'ladigan xulq-atvorni saqlang.

5. O'sish majburiyati

- Doimiy kasbiy rivojlanish bilan shug'ullaning.
- Ta'lim sohasidagi tadqiqotlar va o'qitish strategiyalaridan xabardor bo'ling.
- Iloji bo'lsa, o'qituvchilarni qo'llab-quvvatlang va ularga maslahat bering.

6. O'quvchiga yo'naltirilgan munosabat

- O'quvchilarning farovonligi va o'rganishiga ustuvor ahamiyat bering.
- Do'stona, hamdard va adolatli bo'ling.

- Xavfsiz va inklyuziv sinf muhitini yarating.

Darsni rejalashtirish

Darsni rejalashtirishning ahamiyati (o'qituvchilar uchun)

Darsni rejalashtirish o'qituvchining eng muhim vazifalaridan biri bo'lib, samarali o'qitish uchun asos bo'lib xizmat qiladi. Yaxshi tuzilgan dars rejasi nafaqat o'quvchilarning o'rganishini yaxshilaydi, balki o'qituvchi sifatida ishonchingiz va ravshanligingizni ham oshiradi. Bu nima uchun muhim:

Aniq o'quv maqsadlarini belgilash

Darsni samarali rejalashtirish siz o'quvchilaringiz nimaga erishmoqchi ekanligingizni aniq tushunishdan boshlanadi. Aniq, o'lchanadigan maqsadlarni qo'yish sizning ta'lim yo'nalishi va maqsadini beradi. O'quvchilar ulardan nima kutilayotganini bilsalar, ular o'z ta'limini o'z zimmalariga olishlari va faol bo'lishlari mumkin.

O'qituvchilar sifatida o'quv faoliyatimiz, materiallarimiz va baholashlarimizni aniq belgilangan natijalarga moslashtirish darsning har bir qismi o'quvchilar muvaffaqiyatiga hissa qo'shishini ta'minlaydi. Aniq maqsadlar, shuningdek, o'quvchilarning o'quv maqsadlariga erishayaptimi yoki yo'qligini aniqlashga yordam beradi, bu esa ko'rsatmalarni o'z vaqtida tuzatishga yoki kerak bo'lganda yordam berishga imkon beradi.

Oxir oqibat, aniq maqsadlarga ega bo'lgan o'ylangan rejalashtirish nafaqat o'quvchilarning bilimini oshiradi, balki bizni o'qituvchilar sifatida qasddan, maqsadli va mazmunli ta'lim berishda qo'llab-quvvatlaydi.

Ta'lim berish vaqtini maksimal darajada oshirish:

Sinf vaqtini maksimal darajada oshirish o'quvchilaringiz bilan bo'lgan har bir daqiqadan unumli foydalanishni anglatadi. Bu o'tish, texnologik muammolar, takroriy vazifalar va ma'muriy xarajatlar uchun yo'qotiladigan vaqtni qisqartirish haqida bo'ladi — shuning uchun siz ko'proq **o'qitish, o'rganish va** o'quvchilaringiz bilan bog'lanishga e'tibor qaratishingiz mumkin.

Nima uchun bu muhim

1. Ta'lim vaqtining ko'payishi

- O'rnatish yoki boshqaruvdan saqlangan har bir daqiqa ko'rsatma, amaliyot yoki muhokamaga yo'naltirilishi mumkin.
- Bu, ayniqsa, qattiq jadvallar yoki cheklangan dars davrlari bilan ishlashda juda muhimdir.

2. **Farqlash uchun ko'proq vaqt**

- Samarali vositalar va ish oqimlari yordamida o'qituvchilar o'quvchilarning individual ehtiyojlarini aniqlash va hal qilish uchun ko'proq vaqt sarflashlari mumkin.
- Siz butun guruh ko'rsatmalaridan voz kechmasdan maqsadli aralashuvlar yoki boyitish taklif qilishingiz mumkin.

3. **O'quvchilarning faolligini yaxshilash**

- Kamroq to'xtab qolish o'quvchilarning vazifada va o'quv zonasida qolishini anglatadi.
- Oddiy, yaxshi boshqariladigan sinf muhiti diqqatni jamlash va xulq-atvorni yaxshilaydi.

4. **O'qituvchining stressini kamaytirish**

- Vaqtni tejash strategiyalari va vositalari kognitiv yuk va logistik umidsizliklarni kamaytiradi.
- O'qituvchilar muammolarni bartaraf etish yoki takroriy ma'muriy ishlardan ko'ra pedagogika va o'quvchilar bilan munosabatlarga ko'proq energiya sarflashlari mumkin.

Harakatdagi misollar

- **Raqamli asboblalar** : Avtomatik baholaydigan, taraqqiyotni kuzatadigan yoki resurslarni tartibga soluvchi platformalar har hafta soatlarni tejaydi.
- **Oldindan o'rnatilgan tartiblar** : Aniq sinf tartiblarini o'rnatish o'tish yoki xatti-harakatlarni boshqarish uchun sarflangan vaqtni kamaytiradi.
- **Darsni soddalashtirib rejalashtirish** : O'quv rejasini xaritalash vositalari yoki shablonlari rejalashtirish vaqtini qisqartiradi va diqqatni o'quvchilarga yo'naltirilgan ta'limga qaratishga yordam beradi.
- **Integrated Tech** : Platformalar bo'ylab sinxronlanadigan vositalar (masalan, LMS, baho kitobi, aloqa ilovalari) ortiqchalikni kamaytiradi va hamma narsani bir joyda saqlaydi.

O'qituvchilar uchun sovg'a

Sinf vaqtini maksimal darajada oshirish shoshqaloqlik emas, balki vaqtingizni **qasddan sarflashdir**. Samarali amaliyot va vositalarni qo'llash orqali siz o'zingizga ham, o'quvchilaringizga ham foyda keltiradigan ko'proq yo'naltirilgan, sezgir va qiziqarli sinf tajribasini yaratishingiz mumkin.

Yaxshi reja cheklangan o'quv vaqtdan unumli foydalanishga yordam beradi. Bu o'tishlarni qisqartiradi, to'xtab qolish vaqtini kamaytiradi va mantiqiy progress bilan darsning muammosiz harakatlanishini ta'minlaydi.

Differensiatsiyani qo'llab-quvvatlash

O'ylangan, faol rejalashtirish sizning sinfingizdagi barcha o'quvchilarning turli ehtiyojlarini qondirish uchun kalit hisoblanadi. Oldindan rejalashtirish orqali siz o'quvchilar qayerda qo'shimcha yordam, iskala yoki maqsadli ko'rsatmalarga muhtoj bo'lishi mumkinligini taxmin qilish imkoniyatini berasiz. Bundan tashqari, u yanada qiyinchilikka tayyor bo'lgan o'quvchilarni boyitish va chuqurroq o'rganish imkoniyatlarini aniqlash imkonini beradi.

Dars rejalaringiz boshidanoq farqlash o'rnatilgan bo'lsa, siz ko'rsatmalarni joyida o'zgartirishga shoshilmaysiz. Buning o'rniga, siz har bir o'quvchiga tarkibga kirish va tushunishni o'zlari uchun mazmunli va mos usullarda namoyish etish imkonini beruvchi strategiyalar, materiallar va moslashuvchan guruhlar bilan jihozlangansiz.

Muxtasar qilib aytganda, qasddan rejalashtirish sizga barcha o'quvchilar akademik, ijtimoiy va hissiy jihatdan rivojlanishi mumkin bo'lgan inklyuziv sinf muhitini yaratishga imkon beradi.

O'qitishda ishonch va moslashuvchanlikni ta'minlash

O'qituvchilar sifatida, yaxshi o'ylangan rejaga ega bo'lish o'rganishni rag'batlantiradigan tizimli muhitni yaratish uchun juda muhimdir. Kuchli dars rejasi nafaqat aniqlik va yo'nalishni ta'minlabgina qolmay, balki o'quvchilarga material bo'yicha yo'l-yo'riq ko'rsatish qobiliyatingizga ishonchni mustahkamlaydi. Agar sizda ramka mavjud bo'lsa, dars davomida yuzaga keladigan kutilmagan qiyinchiliklarni engishga tayyor bo'lasiz. Jadvaldagi to'satdan o'zgarishmi, qo'shimcha vaqtni talab qiladigan qiyin tushunchami yoki o'quvchining o'ziga xos ehtiyojlari bo'ladimi, qat'iy reja sizga tezlikni yo'qotmasdan moslashish uchun moslashuvchanlikni beradi. Bundan tashqari, ushbu tuzilishga ega bo'lish ijodkorlik uchun joy beradi, bu sizga sinfga dinamik javob berishga va hozirgi vaqtda o'rganishni yaxshilashga imkon beradi. Tayyorgarlik va moslashishning to'g'ri muvozanati bilan siz o'zingiz ham, o'quvchilaringiz ham gullab-yashnashi mumkin bo'lgan muhitni yaratasisiz.

5. Baholash va mulohaza yuritishni kuchaytirish

Dars rejaları ko'pincha tushunish uchun formativ tekshiruvlarni o'z ichiga oladi. Bular o'quvchilarning taraqqiyotini baholashga va keyingi qadamlaringizni xabardor qilishga yordam beradi. Darsdan so'ng, vaqt o'tishi bilan o'qituvchilik amaliyotingizni kuchaytirib, nima ishlagan va nima bo'lmagani haqida fikr yuritishingiz mumkin.

6. O'quv dasturlari standartlariga mos kelish

Darsni rejalashtirish sizning ko'rsatmalaringiz maktab miqyosidagi talablar, o'quv dasturlari maqsadlari va milliy standartlarga mos kelishini ta'minlashga yordam beradi - o'qitishni diqqatli va mas'uliyatli saqlash.

7. Hamkorlikni osonlashtirish

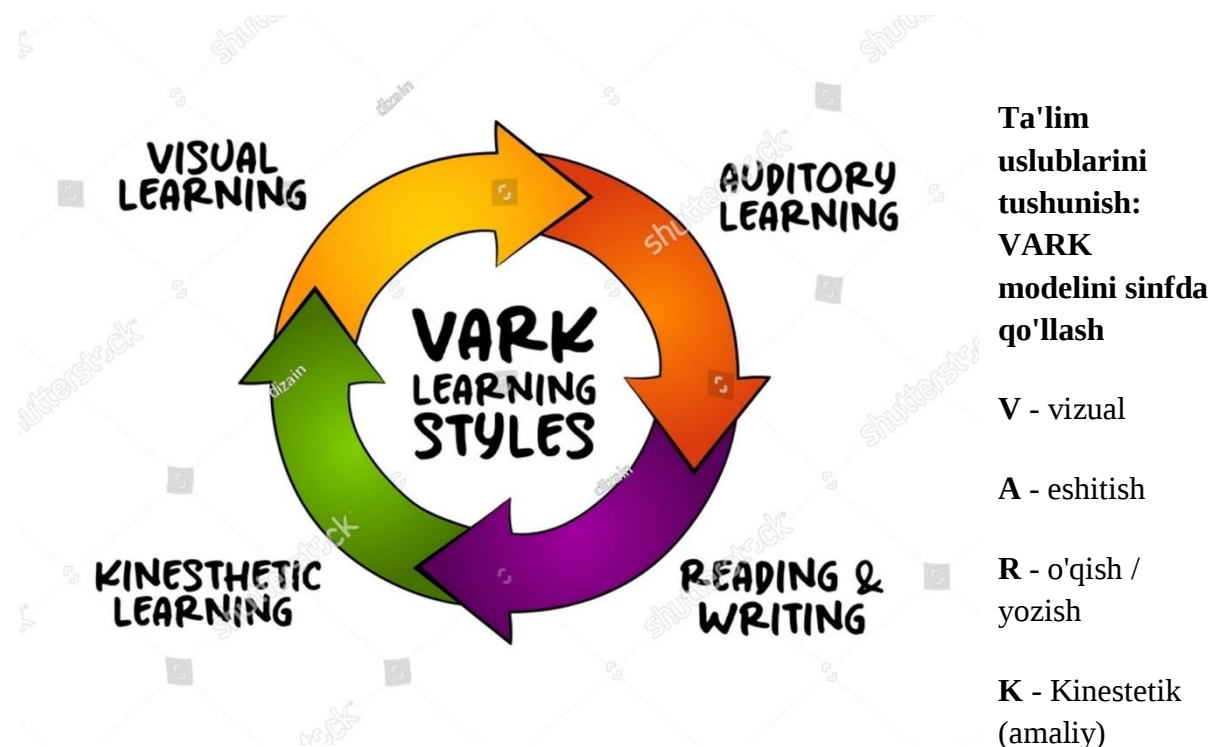
Batafsil rejalar hamkasblar, o'rinbosarlar yoki o'qituvchi murabbiylar bilan hamkorlik qilishni osonlashtiradi. Ular boshqalar amal qilishi yoki qurishi mumkin bo'lgan reja bo'lib xizmat qiladi.

Muxtasar qilib aytganda, darsni rejalashtirish nafaqat siz o'rgatadigan narsalar haqida emas, balki siz o'quvchilaringizga mazmunli, tartibli va qasddan qanday erishishingiz haqidadir. O'ylangan rejalashtirish o'qitishni reaktivdan proaktivga o'zgartiradi va o'quvchilar muvaffaqiyatida doimiy farq qiladi.

Ba'zi namunaviy dars rejaları uchun ushbu kitobning orqa tomonidagi A ilovasiga qarang.

5-bo'lim

O'rganish uslublari



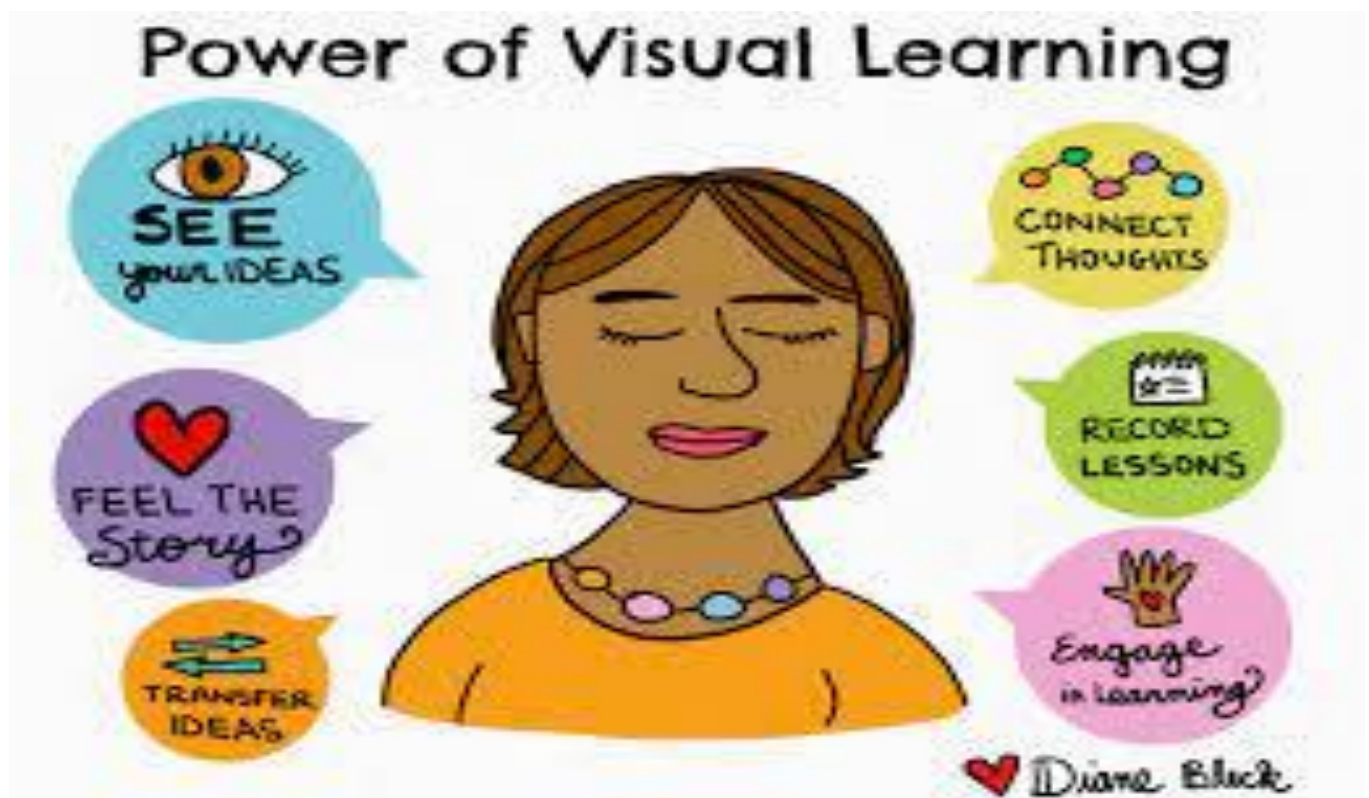
O'qituvchilar sifatida biz tushunamizki, ikkita o'quvchi o'z o'rganish uslubida bir-biriga o'xshamaydi. Har bir o'quvchi o'ziga xos afzalliklar, kuchli tomonlar va ma'lumotlarni qayta ishlash usullarini sinfga olib keladi. Ushbu farqlarni tan olish va qabul qilish samarali va inklyuziv ta'lim muhitini yaratish uchun muhim ahamiyatga ega. Ushbu xilma-xil ta'lim ehtiyojlarini tushunish va hal qilish uchun amaliy va keng qo'llaniladigan asoslardan biri Nil Fleming tomonidan ishlab chiqilgan **VAR**K modelidir .

VARK modeli **to'rtta asosiy ta'lim uslublarini – Vizual, Eshitish, O'qish/Yozish va Kinestetik** – aniqlaydi va o'qituvchilarga o'quvchilar ma'lumotni qanday eng yaxshi o'zlashtirishi va saqlashi haqida tushuncha beradi. Ushbu uslublarni tushunish bizga barcha o'quvchilar uchun yanada qiziqarli, qulay va ta'sirchanroq bo'lgan darslarni ishlab chiqishga yordam beradi. Aksariyat o'quvchilar bitta o'rganish uslubini afzal ko'rishsa-da, ko'pchilik **multimodaldir**, ya'ni ular uslublar kombinatsiyasi orqali eng yaxshi o'rganadilar. VARK modelining kuchi o'quvchilarni yoriqlashda emas, balki o'qituvchilar sifatida bizga **ko'rsatmalarimizni farqlashda yordam berishda**, ya'ni tarkibga bir nechta kirish nuqtalarini taklif qilishda va o'quvchilarga ta'lim bilan shug'ullanishning turli usullarini taqdim etishdadir. Misol uchun, tarix o'qituvchisi qadimiy tsivilizatsiyalar bo'yicha dars yaratishi mumkin, unga quyidagilar kiradi:

- **Vaqt jadvali infografikasi** (vizual)
- **Hikoya komponenti yoki podkast** (eshitish)
- **Yozma tahlil yoki aks ettirish jurnali** (o'qish/Yozish)
- **Amaliy artefakt dam olish yoki muzey roli** (kinestetik)

Ushbu yondashuvlarni ataylab birlashtirib, biz har bir o'quvchining material bilan mazmunli va shaxsiylashtirilgan tarzda bog'lanish imkoniyatiga ega bo'lishini ta'minlaymiz. VARK modelini tushunish va qo'llash bizga yagona o'qitishdan tashqariga va **o'quvchilarga yo'naltirilgan** yondashuvga o'tishga imkon beradi. Bu bizga o'quvchilarni ular turgan joyda uchratganimizda, biz nafaqat ta'lim natijalarini yaxshilashimizni, balki hamma uchun yanada inklyuziv, adolatli va qiziqarli bo'lgan sinf xonalarini yaratishimizni eslatadi.

1. Vizual o'quvchilar



Ular qanday o'rganishadi: ko'rish va kuzatishni afzal ko'radi. Ular diagrammalar, diagrammalar, belgilar va ko'rgazmali vositalardan foydalanadilar.

Sinf strategiyalari:

- Murakkab g'oyalarni ifodalash uchun aql xaritalari, oqim sxemalari va infografikalardan foydalaning.
- Asosiy tushunchalarni ta'kidlash uchun rang kodlashni qo'shing.
- Jarayonlar yoki hodisalarni vizual tarzda tushuntiruvchi video yoki animatsiyalarni ko'rsating.
- Matnli slaydlardan ko'ra kuchli vizual ko'rinishga ega slayd taqdimotlaridan foydalaning.

Misol: Suv aylanishini o'rgatayotganda, jarayonni kuchaytirish uchun har bir bosqichni ko'rsatadigan yorliqli diagrammadan foydalaning, strelkalar va rang kodli teglar bilan bog'langan.

Sinfingizda vizual o'quvchilarni tanib olish

Vizual o'quvchilar vizual stimullar orqali ma'lumotni eng yaxshi qabul qiladi va qayta ishlaydi. Ushbu o'quvchilar ko'pincha kontentni vizual tarzda jozibali formatda taqdim etganda muvaffaqiyat qozonishadi.

Vizual o'quvchilarning umumiy xususiyatlari:

- Tasvirlar, jadvallar va fazoviy munosabatlarni kuchli eslash.
- Ma'lumotni eshitishdan ko'ra o'qish yoki ko'rishni afzal ko'ring.
- Ko'pincha fikrlarni ro'yxatlar, diagrammalar yoki rangli kodli eslatmalar orqali tartibga soling.
- Darslar davomida g'oyalarni dudlash yoki vizual ravishda xaritalash mumkin.
- Excel grafiklar, infografika va boshqa vizual vositalarni sharhlashda.

Ushbu o'quvchilarni erta aniqlash ularning tabiiy o'rganish uslublarini qo'llab-quvvatlash uchun o'qitish usullarini o'zgartirishga imkon beradi. vizual o'quvchilar uchun ta'lim strategiyalari Vizual o'quvchilarga samarali erishish uchun vizual jalb qilishni va fazoviy tashkil qilishni yaxshilaydigan o'qitish usullarini qo'shing.

Sinf strategiyalariga quyidagilar kiradi:

- Darslarga **ko'rgazmali qo'llanmalarni - diagrammalar, vaqt jadvallari, diagrammalar, grafik organayzerlarni** birlashtirish.

- Asosiy tushunchalarni tanishtirish yoki mustahkamlash uchun **slayd-shou, video va animatsiyalardan** foydalaning.
- **rangli kodli eslatma yozish**, ta'kidlash va tagiga chizishni rag'batlantiring.
- Miya hujumi va ko'rib chiqish uchun **aqliy xaritalar yoki kontseptsiya xaritalaridan** foydalanishni qo'llab-quvvatlang.
- Talabalarga o'z ishlarini **eskiz, chizish yoki vizual tarzda rejalashtirish imkoniyatini yarating**.
- **G'oyalar yoki muammoni hal qilish bosqichlarini xaritalash** uchun ko'rsatmalar davomida doskadan faol foydalaning.

Ta'limni vizual o'quvchilarning ehtiyojlariga moslashtirib, siz nafaqat ularning tushunish darajasini oshirasiz, balki barcha o'quvchilarning sinfdagi faolligini yaxshilaysiz.

2. Eshitish orqali o'rganadigan o'quvchilar



Ular qanday o'rganishadi: tinglash va gapirish orqali yaxshiroq o'rganing. Ular muhokamalar, ma'ruzalar va og'zaki ko'rsatmalardan zavqlanishadi.

Sinf strategiyalari:

- O'ylab ko'ring, juft bo'ling, baham ko'ring va guruh muhokamalarini qo'shing.
- Dars davomida hikoya qilish va real o'xshashliklardan foydalaning.

- Talabalarga tushunchalarni o'z so'zlari bilan ovoz chiqarib tushuntirishga imkon bering.
- Darslarni podkastlar yoki audio yozuvlar bilan to'ldiring.

Eshitish orqali o'rganadigan o'quvchilarni tushunish:

Eshituvchi o'quvchilar ma'lumotni ovoz orqali taqdim etilganda eng samarali tarzda qayta ishlaydi va saqlaydi. Bu o'quvchilar ko'pincha tinglash, gapirish va muloqot qilish imkonini beradigan muhitda ustunlik qiladi. Ular tushuntirishlarni eshitishlari, munozaralarda qatnashishlari yoki o'z fikrlarini og'zaki bayon qilishlari mumkin bo'lsa, ular tushunchalarni chuqurroq tushunishga moyildirlar. Ushbu o'quvchilar uchun eshitish qobiliyati tushunish va xotiraning kalitidir.

Eshituvchi o'quvchilarni qo'llab-quvvatlash bo'yicha o'quv strategiyalari:

Eshituvchi o'quvchilarning ehtiyojlarini qondiradigan inklyuziv ta'lim muhitini yaratish uchun o'quv amaliyotingizga quyidagi strategiyalarni kiritishni ko'rib chiqing:

- **Tengdoshlar o'rtasidagi muloqotga yordam bering:** *o'ylang-juft bo'ling-bo'lishing* , kichik guruhlarda muhokamalar yoki tengdoshlarni o'rgatish kabi strategiyalardan foydalaning . Ushbu usullar o'quvchilarga tez-tez o'z fikrlarini ifoda etish va suhbat orqali tushunishni chuqurlashtirish imkoniyatini beradi.
- **Hikoyaning kuchidan foydalaning:** Yangi mavzularni kiritishda haqiqiy o'xshashliklarni, rivoyatlarni yoki amaliy tadqiqotlarni kiriting. Hikoyalar nafaqat eshitish qobiliyatiga ega bo'lgan o'quvchilarni jalb qiladi, balki ularga mavhum tushunchalarni hayotiy tajribalari bilan bog'lashga yordam beradi.
- **Og'zaki qayta ishlashni rag'batlantiring:** o'quvchilarni tushunchalarni o'z so'zlari bilan tushuntirishga taklif qiling, xoh sinfdagi taqdimotlar, og'zaki fikr yuritish yoki o'z-o'zidan tekshirish orqali. Ushbu amaliyot o'rganishni kuchaytiradi va ularni tushunish haqida tushuncha beradi.
- **Audioga asoslangan manbalardan foydalaning:** podkastlar, audio yozuvlar, musiqa yoki og'zaki ko'rsatmalar bilan ko'rsatmalarni to'ldiring. Asosiy darslarni yozib olishni yoki o'quvchilarga uyda ko'rib chiqishlari uchun audio xulosalarni taklif qilishni o'ylab ko'ring.
- **Ovozni baland ovozda o'qing va birga tinglang:** adabiyot, she'riyat yoki matematikadagi so'z muammolari bo'ladimi, ovoz chiqarib o'qish ritm, ohang va

ma'noni jim o'qimasligi mumkin bo'lgan tarzda yoritishi mumkin. Talabalarni tinglash va eshitganlarini javob berishga undash.

Misol:

She'r o'rgatishda o'quvchilarni she'rlarni alohida yoki guruh bo'lib o'qishga taklif qiling. Ohang, sur'at, burilish va ritm kabi eshitish elementlari she'rning talqiniga qanday ta'sir qilishini muhokama qiling. "She'rni eshitish siz uchun ma'no yoki kayfiyatni qanday o'zgartiradi?" kabi yo'naltiruvchi savollarni bering. yoki "Notiqning ovozida qanday his-tuyg'ularni eshitasiz?" Ushbu yondashuv yanada chuqurroq ishtirok etishni rag'batlantiradi va o'quvchilarning kuchli tomonlarini hisobga oladi.

3 O'qish/yozish orqali o'rganuvchilar:



Ularning ehtiyojlarini tushunish va qo'llab-quvvatlash

Ular qanday o'rganishadi:

O'qish/yozishni o'rganuvchilar yozma so'zlar bilan eng samarali shug'ullanishadi. Ushbu o'quvchilarga matn bilan o'zaro muloqot qilish imkoniyati berilganda - o'qish, yozish yoki eslatma olish orqali ustunlik qiladi. Ular ma'lumotni yozma til orqali qayta ishlay olsalar, eng yaxshi tarzda o'zlashtirishga moyil bo'lishadi, bu ularni keng ko'lamli o'qish, yozma fikr yuritish va eslatma olish kabi vazifalarni bajarish uchun juda mos keladi. Bu o'quvchilar

ko'pincha yozma ifoda orqali o'z fikrlari va g'oyalarini tartibga solishda kuchli qobiliyatlarni namoyish etadilar.

Sinf strategiyalari:

O'qish/Yozish bo'yicha o'quvchilarni eng yaxshi qo'llab-quvvatlash uchun ular bilan shug'ullanish va yozma topshiriqlar orqali o'z tushunchalarini ifodalash uchun keng imkoniyatlar yaratadigan sinf muhitini yaratish juda muhimdir. Ularning rivojlanishiga yordam beradigan bir nechta strategiyalar:

- **Keng qamrovli tarqatma materiallarni taqdim eting:** O'quvchilarga asosiy tushunchalar, lug'at va ko'rsatmalarni tavsiflovchi batafsil, yaxshi tashkil etilgan tarqatma materiallar bering. Bu ularga eslatmalar va o'quv materiallari uchun aniq ma'lumotga ega bo'lish imkonini beradi.
- **Strukturaviy eslatma olishni rag'batlantiring:** o'quvchilarga Cornell Notes, grafik organizatorlar yoki kontur formatlari kabi eslatma yozishning turli usullarini o'rgating. Asosiy fikrlarni umumlashtirish va eslatmalarida savollar berish orqali ularni material bilan faol shug'ullanishga undash.
- **Keyingi yozish bilan o'qish vazifalarini belgilang:** O'qish materiallarini topshirgandan so'ng, aks ettiruvchi yoki analitik yozish vazifalarini bajaring. Bular asosiy fikrlarni umumlashtirish, tushunish savollariga javob berish yoki materialning oldingi o'rganish yoki shaxsiy tajriba bilan qanday bog'liqligi haqida yozma fikr yuritishni o'z ichiga olishi mumkin.
- **Jurnallar va yozish bo'yicha ko'rsatmalarni qo'shing:** o'quvchilarni doimiy fikrlash, sinf muhokamalariga javoblar yoki bo'lajak topshiriqlar uchun aqliy hujum uchun jurnallar saqlashga undash. Yozish ko'rsatmalari o'quvchilarga material bilan chuqurroq bog'lanishga va g'oyalarni sintez qilishni mashq qilishga yordam beradi.
- **Tadqiqotga asoslangan topshiriqlar:** O'qish/yozish bo'yicha o'quvchilar ko'pincha tadqiqot va turli yozma manbalardan olingan ma'lumotlarni sintez qilishni talab qiladigan topshiriqlarni bajarishda ustunlik qiladilar. Ularga tadqiqot o'tkazish va tadqiqotga asoslangan maqolalar yoki hisobotlar yozish imkoniyatini berish ularning o'rganishini kuchaytirishga yordam beradi.
- **O'qish va yozish vazifalari bilan tanlov taxtalarini taklif qiling:** O'quvchilarga o'qish va yozishni o'z ichiga olgan vazifa variantlari menyusi bilan ta'minlash, ularga mustaqillik berishning samarali usuli bo'lishi mumkin, shu bilan birga ular o'z o'rganish uslubiga mos keladigan tarzda kontent bilan shug'ullanishlarini ta'minlaydi.

Amaliyotdagi misol:

Ekotizimlar haqidagi fan darsida o'quvchilarga biologik xilma-xillik, turli organizmlarning roli va atrof-muhit o'zgarishlarining ta'siri kabi asosiy tushunchalarni o'z ichiga olgan maqola taqdim eting. Maqolani o'qib bo'lgach, o'quvchilardan asosiy fikrlarni yaxshi tashkil etilgan paragrafda umumlashtirishni so'rang. Bu vazifa faol o'qishni rag'batlantiradi va o'quvchilardan o'z tushunchalarini yozma ifoda orqali sintez qilish va etkazishni talab qiladi. Shu bilan bir qatorda, siz o'quvchilardan maqola mazmuni haqida qisqacha jurnal yozuvida fikr yuritishlarini, o'zlarining tajribalari yoki kengroq atrof-muhit muammolari bilan

bog'lanishlarini so'rashingiz mumkin. Ushbu strategiyalarni qo'llash orqali siz o'qish/yozishni o'rganuvchilarning kuchli tomonlarini qo'llab-quvvatlaydigan sinf muhitini yaratishingiz mumkin, bu ularga o'z tushunchalarini chuqurlashtirish va akademik sayohatlarida muvaffaqiyatga erishish imkonini beradi. Ushbu yondashuvlar nafaqat o'zlarining afzal ko'rgan o'rganish uslubiga mos keladi, balki o'qishni tushunish, yozish va fikrlashda tanqidiy ko'nikmalarni shakllantirishga yordam beradi.

4. Kinestetik(amaliy)o'rganuvchilar:



Ishtirok etish va muvaffaqiyat uchun strategiyalar

O'rganish uslubiga umumiy nuqtai nafari:

Kinestetik o'quvchilar, ba'zan taktil o'quvchilar deb ataladi, jismoniy faollik va bevosita tajriba orqali ma'lumotni eng yaxshi tushunadi va saqlaydi. Ushbu o'quvchilar ko'pincha ma'ruzalar yoki faqat o'qish uchun topshiriqlar kabi passiv o'rganish formatlari bilan kurashadilar, ammo ular mazmun bilan aniq va faol tarzda shug'ullana olsalar, muvaffaqiyat qozonadilar. Ular uchun o'rganish harakat, amaliy manipulyatsiya yoki haqiqiy vazifalarni o'z ichiga olganida eng samarali hisoblanadi.

Kinestetik jalb qilish bo'yicha o'quv strategiyalari:

Kinestetik o'quvchilarni sinfda samarali qo'llab-quvvatlash uchun o'quv dizayningizga quyidagi amaliyotlarni kiritishni ko'rib chiqing:

- **Amaliy o'rganish imkoniyatlari:**

Laboratoriya tajribalari, model qurish yoki interaktiv simulyatsiyalarni o'z ichiga olgan dizayn darslari . Ushbu tadbirlar kinestetik o'quvchilarga mavhum

tushunchalarni aniq tajribalar bilan bog'lash, tushunish va saqlashni chuqurlashtirish imkonini beradi.

- **Rol o'ynash va dramatik jonlantirish:**
o'quvchilarga tarixiy voqealar, adabiy sahnalar yoki ijtimoiy dinamikani o'rganishga yordam berish uchun *teatrlashtirilgan yoki rolga asoslangan tadbirlarni* birlashtiring . Stsenariylarni ijro etish kinestetik o'quvchilarga mazmunni o'zida mujassamlashtirishga va asosiy g'oyalarni yanada intuitivroq tushunishga yordam beradi.
- **Manipulyatorlar va asboblardan foydalanish:**
Matematik manipulyatorlar, fan to'plamlari, flesh-kartalar yoki 3D modellar kabi *teginish manbalarini* taqdim eting . Ushbu vositalar o'quvchilarga tushunchalarni o'rganish va amaliyotda mashq qilishning jismoniy usulini beradi, bu esa o'rganishni faol va qiziqarli qiladi.
- **Harakat bilan integratsiyalangan ko'rsatma:**
Harakatga asoslangan o'rganish strategiyalarini amalga oshiring , masalan, yurish muhokamalari, galereyada yurish, stantsiyalarni aylantirish yoki kinestetik o'yinlar. Ushbu usullar o'quvchilarga material bilan jismonan shug'ullanish imkonini beradi, shu bilan birga hamkorlik va faol fikrlashni rag'batlantiradi.

Dars jarayonida amaliy mashg'ulotlar misoli:

Geometriya bo'limida faqat statik diagrammalar yoki darslik misollariga tayanishdan ko'ra, o'quvchilarni jismoniy ob'ektlar yordamida geometrik tushunchalarni o'rganishga taklif qiling. Haqiqiy buyumlarda burchak o'lchagichlar yordamida burchaklarni o'lchashlarini, tayoq yoki ip bilan shakllar yasashlarini yoki hunarmandchilik materiallaridan foydalangan holda 3D modellarni qurishlarini so'rang. Ushbu yondashuv nafaqat mavhum g'oyalarni yanada qulayroq qiladi, balki kinestetik o'quvchilarning tabiiy kuchli tomonlariga ham mos keladi.

Kinestetik o'quvchilarning ehtiyojlarini tan olish va rejalashtirish orqali o'qituvchilar yanada inklyuziv, dinamik va samarali ta'lim muhitini yaratishi mumkin. Hatto kichik tuzatishlar ham, masalan, o'quvchilarga ishlayotganda turishlariga ruxsat berish yoki amaliy mashg'ulotlarni darslarga qo'shish - mashg'ulot va muvaffaqiyatda sezilarli o'zgarishlarga olib kelishi mumkin.

Yakuniy maslahat:

Ko'pchilik o'quvchilar **multimodaldir** , ya'ni ular ushbu uslublarning aralashmasidan foyda olishadi. VARK modeli bo'ylab strategiyalarni birlashtirib, siz har bir o'quvchi rivojlanish imkoniyatiga ega bo'lgan yanada boyroq, inklyuziv sinf muhitini yaratasisiz.

6-bo'lim

Sinfni boshqarish

O'qituvchilar uchun sinf boshqaruvi: ijobiy va samarali ta'lim muhitini yaratish



Sinfni samarali boshqarish muvaffaqiyatli o'qitish va o'rganishning asosidir. Bu shunchaki tartibni saqlashdan ko'ra ko'proq narsa - bu o'quvchilar o'zlarini hurmat qilishlari, qo'llab-quvvatlashlarini his qilishlari va mazmunli o'rganish tajribasi bilan shug'ullanishga undashlari mumkin bo'lgan sinf muhitini ataylab rivojlantirish haqida. O'qituvchilar sifatida biz o'quvchilarning ham akademik, ham ijtimoiy rivojlanishi uchun ohangni o'rnatamiz va shart-sharoitlarni yaratamiz. Sinfni boshqarishning eng kuchli vositalaridan biri bu izchillikdir. Maktabning birinchi kunidan boshlab, sinfdagi kutish va tartiblarni aniq o'rgatish, modellashtirish va amaliyotda qo'llash muhimdir. Quyidagilarni ko'rib chiqing:

- Imkoniyat bo'lganda o'quvchilar bilan birgalikda sinf me'yorlarini belgilang . Ularni jarayonga jalb qilish sotib olish va javobgarlikni oshiradi.
- Xonaga qanday kirish, mashg'ulotlar o'rtasida o'tish, yordam so'rash va topshiriqlarni topshirish kabi **tartiblarni** aniq o'rgating.

- Muntazam ravishda protseduralarni qayta ko'rib chiqing va kuchaytiring , ayniqsa tanaffusdan keyin yoki xatti-harakatlar sirpanishni boshlaganda. Talabalar har doim muntazam esda qoladi deb o'ylamang - amaliyot odat tusiga kiradi.

Kutishlar va tartiblar aniq va bashorat qilinadigan bo'lsa, o'quvchilar o'zlarini xavfsiz his qiladilar, bu esa tashvish va noto'g'ri xatti-harakatlarni kamaytiradi. Bundan tashqari, samarali xatti-harakatlarni boshqarish reaktiv emas - bu proaktiv. Bu qiyinchiliklarni oldindan bilish, o'quvchilarni muvaffaqiyatga erishish va muammolarni ijobiy mustahkamlash bilan erta hal qilishni anglatadi. Asosiy strategiyalarga quyidagilar kiradi:

- maqto'v va rag'batlantirishdan strategik foydalaning . O'quvchilarni to'g'ri ish qilayotganini ushlang va buni shaxsiy yoki ommaviy ravishda nishonlang.
- xotirjam va jazosiz tarzda yo'naltiring . Jim ishora yoki yaqinlik ko'pincha kuchayishning oldini oladi.
- Zarur bo'lganda adolatli va izchil oqibatlarni amalga oshiring . Talabalar oqibatlar nima ekanligini va ular nima uchun qo'llanilishini tushunishlari kerak.

Esingizda bo'lsin: xatti-harakatlar - bu muloqotdir. O'quvchi o'z harakatlarida nimani ifodalashi mumkinligini tushunishga vaqt ajrating va faqat jazolashdan ko'ra empatiya va qiziquvchanlik bilan javob bering. Zerikish - bu noto'g'ri xatti-harakatlarning eng keng tarqalgan kashshoflaridan biri. Mashg'ulotlarni jalb qilish sinfni boshqarishning muhim qismidir.

- Darslarni faol va o'quvchilarga qaratilgan tarzda loyihalash. Harakat, munozara, so'rov va real dunyo aloqalarini qo'shing.
- Turli xil ta'lim ehtiyojlarini qondirish uchun ta'limni farqlash . O'quvchilar o'zlarini to'g'ri darajada qiyin his qilsalar, ular faol qolish ehtimoli ko'proq.
- Iloji boricha tanlov va ovozni taqdim eting . O'z ta'limini nazorat qilish qobiliyatiga ega bo'lgan o'quvchilar ko'proq g'ayratli va investitsiya qiladilar.

O'quvchilar o'quv jarayoniga chuqur jalb qilinganda, sinfdagi buzilishlar tabiiy ravishda kamayadi. Bundan tashqari, o'quv muhiti - ham jismoniy, ham hissiy - xatti-harakat va ishtirokga sezilarli ta'sir ko'rsatadi.

- Sinfingizni qulaylik, hamkorlik va diqqatni jamlashga yordam beradigan tarzda tashkil qiling. Yoritish, o'tirish va materiallar qanday tartibga solinganligi haqida o'ylab ko'ring.
- Anchor jadvallari, taymerlar va tinchlanish joylari kabi taxminlar va tartiblarni qo'llab-quvvatlash uchun vizual va ko'rsatmalardan foydalaning .
- Xatolar o'rganishning bir qismi sifatida ko'rinadigan va o'quvchilar tavakkal qilishga undaydigan hissiy jihatdan xavfsiz joyni yarating .

Yaxshi ishlab chiqilgan muhit avtonomiyani qo'llab-quvvatlaydi, nizolarni kamaytiradi va o'sish tafakkurini rivojlantiradi.

Ushbu bo'limda biz muvaffaqiyatli o'quv muhitini yaratish uchun amalga oshirishingiz mumkin bo'lgan muvaffaqiyatli sinfni boshqarish strategiyalarini yaratamiz. O'qituvchilar bu strategiyalarni xulq-atvorni boshqarish, akademik muvaffaqiyatni oshirish va o'quvchilar rivojlanishi mumkin bo'lgan ijobiy sinf madaniyatini yaratish uchun foydali deb topdilar. Sinfni samarali boshqarish buzilishlarni kamaytirish, stressni kamaytirish va o'qituvchilarning charchashining oldini olish uchun muhimdir. Kuchli boshqaruv amaliyotlarini o'rnatganingizda, siz nafaqat o'quvchilarning muvaffaqiyatini oshirasiz, balki o'zingizning ishingizdan qoniqishni ham oshirasiz. Ushbu qo'llanmada biz darhol foydalanishni boshlashingiz mumkin bo'lgan 20 ta amaliy sinfni boshqarish strategiyalarini baham ko'ramiz. Ushbu usullar sizga samaraliroq o'qitishga, o'quvchilarni faol ravishda jalb qilishga va ijobiy, yaxshi tuzilgan o'quv muhitini yaratishga yordam berish uchun mo'ljallangan.

1. Sinfda izchil tartib-intizomning ahamiyati

Tuzilgan va hurmatli o'quv muhitini yaratish uchun izchil intizomni saqlash juda muhimdir. O'qituvchilar sifatida, har safar xulq-atvor muammosi paydo bo'lganda, qoidalar va natijalarni izchil va adolatli qo'llash muhimdir. Agar kutish va natijalar barqaror bo'lib qolsa, o'quvchilar chegaralarni tushunishlari, yaxshiroq tanlov qilishlari va sinf me'yorlariga hurmatni rivojlantirishlari mumkin. Muvofiqlik xulq-atvor muammolarini minimallashtiradi, adolatni qo'llab-quvvatlaydi va xavfsizlik va ishonch hissini kuchaytiradi. Misol uchun, agar o'quvchi o'z navbatida gapirsa, oqibat - og'zaki ogohlantirish yoki imtiyozni yo'qotish - o'quvchi yoki vaziyatdan qat'i nazar, bir xil bo'lishi kerak. Bu favoritizm idrokining oldini oladi va barcha o'quvchilarning bir xil standartlarga ega bo'lishini ta'minlaydi. Oxir oqibat, intizomga rioya qilish o'quvchilar nima kutilayotganini biladigan va qoidalar adolat va halollik bilan amalga oshirilishiga ishonadigan sinf madaniyatini shakllantirishga yordam beradi.

Barqaror intizomga misollar quyidagilarni o'z ichiga olishi mumkin:

Muntazam intizom

- Misol : O'quvchi har safar ruxsatnomasiz kechikib kelganida, ular kechikish jurnalini to'ldirishlari va tushlik paytida o'tkazib yuborilgan ishni bajarishlari kerak.
- Nima uchun bu izchil : O'quvchi kim bo'lishidan qat'i nazar, oqibat har safar bir xil bo'ladi.

Ogohlantirish tizimi

- Misol : O'quvchilar birinchi vazifadan tashqari xatti-harakatlari uchun og'zaki ogohlantirish oladi, ikkinchisi uchun taxtada tasdiq belgisi va uchinchisidan keyin uyga qo'ng'iroq qilinadi.
- Nima uchun bu izchil : o'quvchilar tushunadigan va kutadigan aniq ko'tarilish yo'li mavjud.

Sinf shartnomasi yoki qoidalar shartnomasi

- Misol : Yil boshida o'quvchilar xatti-harakat shartnomasini imzolaydilar. Agar qoida buzilgan bo'lsa (masalan, ko'rsatma davomida gaplashish), kelishilgan oqibat qo'llaniladi, masalan, o'rindiqlarni ko'chirish yoki bo'sh vaqtni yo'qotish.
- Nima uchun bu izchil : Qoidalar oldindan va hamma uchun teng qo'llaniladi.

Intizom bilan bir qatorda ijobiy mustahkamlash

- Misol : Bir hafta davomida barcha sinf qoidalariga rioya qilgan o'quvchilar imtiyozga ega bo'lishadi (qo'shimcha tanaffus, uy vazifasi uchun ruxsatnoma). Yo'q bo'lganlar qanday qilib yaxshilash bo'yicha fikrlash varag'ini to'ldirishlari kerak.
- Nima uchun bu izchil?

Tinch va neytral ijro

- Misol : O'quvchi navbatsiz gapiradi va o'qituvchi to'xtab qoladi, ko'z bilan aloqa qiladi va hissiyotlarga berilmasdan vizual ishorani ("qo'lingizni ko'taring" belgisi kabi) ishora qiladi.
- Nima uchun bu izchil : U umidsizlik yoki keskinlashmasdan turib amalga oshiradi.

2. Aniq kutishlar va talablarni mezonlarini belgilash

Yaxshi boshqariladigan va samarali sinf muhitini yaratish uchun boshidan aniq taxminlarni belgilash juda muhimdir. O'qituvchilar sifatida siz o'quvchilaringizdan kutgan qoidalar, tartiblar va xatti-harakatlarni aniq aytib berish muhimdir.

o'quvchilar sinfga qanday kirishlari, muhokamalarda qatnashishlari va topshiriqlarini topshirishlari kerakligini aniqlang . Ushbu tafsilotlar o'quvchilar kuzatishi mumkin bo'lgan bashorat qilinadigan tuzilmani yaratishga yordam beradi.

Kutishlar aniq belgilab qo'yilgan va izchil mustahkamlansa, o'quvchilar vazifani bajarishda davom etishlari, to'g'ri xulq-atvorini ko'rsatishlari va o'z ta'lim muhitida o'zlarini xavfsiz his qilishlari mumkin. Ushbu proaktiv yondashuv chalkashlikni kamaytiradi, xatti-harakatlar bilan bog'liq muammolarni kamaytiradi va ijobiy sinf madaniyatini rivojlantiradi.

Oxir oqibat, aniq umidlarni doimiy ravishda qo'llab-quvvatlash o'quvchilarning muvaffaqiyatini qo'llab-quvvatlaydi va ko'proq o'quv vaqti va akademik e'tiborni jalb qiladi.

Sinfingizda qanday qilib aniq umidlarni o'rnatishingiz mumkinligiga ba'zi misollar:

a) O'quvchilar bilan - Darsda ishtirok etish

Misol:

"Siz har kuni o'z materiallaringiz bilan tayyorlangan va qatnashishga tayyor holda darsga

kelishingiz kutilmoqda. Ishtirok etish muhokamalarga hissa qo'shish, guruhda ishlash va topshiriqni bajarishni o'z ichiga oladi."

Nima uchun u ishlaydi: Kundalik dars o'tkazish uchun aniq xulq-atvor va akademik talablarni belgilaydi.

b) O'quvchilar bilan - Topshiriqning oxirgi muddatlarini belgilash

Misol:

"Barcha topshiriqlar juma kuni soat 23:59 da to'lanishi kerak, agar siz men bilan oldindan gaplashmagan bo'lsangiz, kechikish muddati tugaganidan keyin 3 kun ichida kuniga 10% chegirma bilan qabul qilinadi."

Nima uchun u ishlaydi: Muddati, kech siyosatini aniqlaydi va muloqotni rag'batlantiradi.

c) Ota-onalar bilan - muloqot

Misol:

"Men har juma kuni elektron pochta orqali muhim sanalar, biz nimani o'rganayotganimiz va har qanday e'lonlar bilan haftalik yangilanishlarni yuboraman. Agar sizda biron bir savol bo'lsa, iltimos, bemalol bog'laning - men maktab haftasi davomida 24 soat ichida javob bermoqchiman."

Nima uchun u ishlaydi: Aloqa ritmi va mavjudligini belgilaydi.

d) Hamkasblar bilan - jamoaviy hamkorlik

Misol:

"O'quv rejasini rejalashtirish bo'yicha uchrashuvlarimiz uchun temping qo'llanmasi va baham ko'rish uchun kamida bitta resurs yoki strategiya bilan keling. Biz zudlik bilan 3:30da boshlaymiz, shuning uchun 4:15 da yakunlaymiz."

Nima uchun u ishlaydi: Tayyorgarlik, vaqt va hissalar uchun taxminlarni belgilaydi.

e) O'quvchilar bilan - Xulq-atvorni boshqarish

Misol:

"Bizning sinfimizda "Hurmatli, mas'uliyatli, tayyor bo'l" qoidasiga amal qilamiz. Bu boshqalar gapirganda tinglash, vazifalarni o'z vaqtida bajarish va dars davomida diqqatni jamlashni anglatadi, agar umidlar bajarilmasa, adolatli va izchil oqibatlar bo'ladi."

Nima uchun u ishlaydi: xatti-harakatlar qoidalari va oqibatlarini aniq belgilaydi.

3. Dars jarayonining tartibi

Sinf xonasini qanday tashkil qilish o'quvchilarning xulq-atvori, faolligi va o'rganishini shakllantirishda hal qiluvchi rol o'ynaydi. Yaxshi rejalashtirilgan tartib ijobiy shovqinlarni targ'ib qilish, ko'rinishni ta'minlash va resurslarga oson kirishni ta'minlash uchun zarurdir. Misol uchun, stollar U shaklida yoki kichik guruhlarda joylashtirish o'quvchilarning hamkorligini rag'batlantiradi va har bir o'quvchi bilan bog'lanib, osongina harakatlanish imkonini beradi. Maxsus o'qish burchagi yoki guruhli ish zonasi kabi alohida hududlarni yaratish bo'sh joyni tartibli saqlashga yordam beradi va mumkin bo'lgan chalg'itishni kamaytiradi. Oxir oqibat, o'ylangan sinf rejasi nafaqat sinfni boshqarishni samaraliroq qiladi, balki o'quvchilarning diqqatini va faolligini oshiradi, yanada samarali o'quv muhitini rivojlantiradi. Bu erda har xil o'qitish uslublari va sinf dinamikasi uchun o'ziga xos afzalliklarga ega bo'lgan sinf tartiblarining bir nechta misollari keltirilgan:

a) an'anaviy qatorlar

- Tavsif : Stollar xonaning old tomoniga qaragan tekis qatorlarda joylashtirilgan.
- Eng yaxshisi : ma'ruza uslubidagi o'qitish, individual ish yoki baholash.
- Afzalliklari : O'qituvchiga o'quvchilarni osongina kuzatishi uchun aniq ko'rish chiziqlarini beradi. Strukturaviy darslar, eslatma olish va sinov muhitlari uchun juda yaxshi.
- Kamchiliklari : o'quvchilar o'rtasidagi cheklangan shovqin, bu hamkorlikni kamaytirishi mumkin.

b) U shakli

- Ta'rif : Stollar katta U shaklida joylashtirilgan, o'quvchilar ichkariga, o'qituvchi esa ochiq uchida.
- Buning uchun eng yaxshisi : Munozaralar, guruh ishi va butun sinf ishtiroki.
- Afzalliklari : o'qituvchiga butun sinf bilan shug'ullanish imkonini berib, o'quvchilarning o'zaro ta'sirini va guruh muhokamalarini rag'batlantiradi. O'quvchilar bir-birlarini osongina ko'rishlari mumkin, bu esa faol ishtirok etish uchun ajoyib qiladi.
- Kamchiliklari : ko'proq joy egallaydi va maxfiylikni afzal ko'rgan o'quvchilar uchun o'zini juda ochiq his qilishi mumkin.

c) Doira yoki yarim doira

- Tavsif : Stollar yoki stullar aylana yoki yarim doira shaklida o'rnatiladi, o'qituvchi doira ichida o'tiradi yoki turadi.
- Buning uchun eng yaxshisi : Guruh muhokamalari, o'quvchilar tomonidan boshqariladigan faoliyat va hamkorlikda o'rganish.
- Foyda : teng ishtirok etishni osonlashtiradi va hamma bir-birini va o'qituvchini ko'rishini ta'minlaydi. Jamiyat tuyg'usini shakllantirish uchun ideal.
- Kamchiliklari : Kattaroq sinflarda boshqarish qiyin bo'lishi mumkin va ba'zi o'quvchilar ochiq davrada o'zlarini noqulay his qilishlari mumkin.

d) Klaster (kichik guruhlar)

- Ta'rif : Stollar kichik guruhlarga bo'lingan, odatda har bir guruhda 4-6 o'quvchi bir-biriga qaragan holda joylashgan.
- Buning uchun eng yaxshisi : hamkorlikdagi ish, loyihaga asoslangan o'rganish va tengdoshlar bilan muhokamalar.
- Afzalliklari : jamoaviy ishlash, muammolarni hal qilish va tengdoshlarni o'rganishni rag'batlantiradi. O'quvchilar materiallar va g'oyalarni osongina almashishlari mumkin.
- Kamchiliklari : Ba'zi o'quvchilar uchun shovqinli va chalg'ituvchi bo'lishi mumkin, ayniqsa guruhlar yaxshi boshqarilmasa.

e) Moslashuvchan o'tirish

- Tavsif : Turli xil o'tirish variantlari (masalan, stollar, stullar, loviya qoplari, tik turgan stollar yoki polda o'tiradigan joylar) mavjud va o'quvchilar o'zlarining ehtiyojlari va afzalliklaridan kelib chiqqan holda o'tirishni tanlashlari mumkin.
- Eng yaxshisi : Mustaqillikni rag'batlantirish, shaxsiylashtirilgan o'rganish va o'quvchilarning tanlovini rivojlantirish.
- Afzalliklari : O'quvchilarga diqqatni jamlash va eng yaxshi o'rganishga yordam beradigan narsaga qarab o'tiradigan joyni tanlash imkonini beradi. Bu qulaylikni oshirishi va faollikni oshirishi mumkin.
- Kamchiliklari : O'quvchilarning topshiriqda qolishlarini ta'minlash uchun ko'proq boshqaruvni talab qiladi va katta sinfda izchillikni saqlash qiyin bo'lishi mumkin.

f) Stansiyalar yoki o'quv markazlari

- Tavsif : Xona har biri ma'lum bir faoliyat yoki mavzuga bag'ishlangan turli hududlarga yoki "bekatlar" ga bo'lingan (masalan, o'qish burchagi, guruh loyihasi maydoni, yozish maydoni).
- Buning uchun eng yaxshisi : aylanma mashg'ulotlar, mustaqil ish markazlari yoki tabaqalashtirilgan o'qitish.
- Afzalliklari : o'quvchilarga turli vazifalar yoki aylanishda ko'nikmalar ustida ishlash imkonini beradi va bir nechta o'rganish uslublarini qo'llab-quvvatlaydi. O'quvchilarni turli xil tadbirlarga jalb qilishda yordam beradi.
- Kamchiliklari : Faoliyatning mazmunli bo'lishini va o'quvchilar yo'ldan tushmasligini ta'minlash uchun puxta rejalashtirishni talab qiladi.

g) Ochiq maydon yoki "O'quv umumiy ma'lumotlar"

- Tavsif : Mebel harakat, guruhda ishlash yoki kashfiyot uchun juda ko'p ochiq joylar bilan jihozlangan.
- Buning uchun eng yaxshisi : Loyihaga asoslangan o'rganish, hamkorlikda ishlash va ijodkorlik.

- Afzalliklari : Har xil faoliyat turlariga moslashuvchanlik, harakat va moslashuvchanlikni taklif qiladi. Ijodkorlikni va jamoada ishlashni rivojlantirish uchun ideal.
- Kamchiliklari : tartibsizlikni oldini olish uchun ko'proq nazorat va tuzilmani talab qiladi. Agar joy yaxshi tashkil etilmagan bo'lsa, o'quvchilar chalg'itishi mumkin.

h) Mavzuli yoki mavzuga oid sxema

- Tavsif : Sinf xonasi fan sohalari yoki mavzular bo'yicha hududlarga bo'lingan (masalan, o'qish burchagi, fan stansiyasi, badiiy burchak).
- Buning uchun eng yaxshisi : Integratsiyalashgan ta'lim, tematik darslar yoki muayyan qiziqishlarga ega o'quvchilar.
- Afzalliklari : O'quvchilar har bir o'quv ehtiyojiga moslashtirilgan sohalarda muayyan mavzularga e'tibor qaratishlari mumkin. Shuningdek, u o'qituvchilarga resurslarni osongina boshqarish imkonini beradi.
- Kamchiliklari : tartibsizlikni oldini olish uchun ko'proq joy va ehtiyotkorlik bilan boshqarishni talab qiladi.

Ushbu tartiblarning har biri o'qitish uslubingizga, sinf hajmiga va siz rag'batlantirmoqchi bo'lgan faoliyat turlariga qarab o'ziga xos afzalliklarga ega. Ko'pgina o'qituvchilar o'quvchilarning faolligini oshirish va barcha o'quvchilarning ehtiyojlarini qondirish uchun ushbu tartiblarning kombinatsiyasidan foydalanadilar!

4. Sinfda o'quvchilarning fikr-mulohazalarining kuchi

O'qituvchilar sifatida biz barcha o'quvchilar rivojlanishi mumkin bo'lgan o'quv muhitini yaratishga intilamiz. Bunga erishishning eng samarali usullaridan biri bu o'quvchilarning fikr-mulohazalarini faol izlash va ularga javob berishdir. Biz o'quvchilarni sinfdagi tajribalari, o'qitish usullari va yaxshilash uchun potentsial sohalar haqida o'z fikrlari bilan o'rtoqlashishga taklif qilsak, biz ularga nafaqat o'z ta'limini egallashga imkon beramiz, balki o'qitish amaliyotimizni yaxshilashi mumkin bo'lgan qimmatli tushunchalarga ham ega bo'lamiz. O'quvchilarning fikr-mulohazalari darhol ko'rinmasligi mumkin bo'lgan muammolarni aniqlashga yordam beradi - noaniq ko'rsatmalar va tezlik bilan bog'liq muammolardan tortib, ishtirok etishga ta'sir qiluvchi sinf dinamikasigacha. Ushbu muammolarni erta hal qilish orqali biz kichik to'siqlarning o'rganishdagi muhim to'siqlarga aylanishining oldini olishimiz mumkin. Fikr-mulohazalarni to'plashning bir necha samarali usullari mavjud, jumladan, anonim so'rovlar, raqamli yoki jismoniy takliflar qutilari va boshqariladigan sinf muhokamalari. O'quvchilar halol ma'lumotni taklif qilishlari uchun o'zlarini qulay his qiladigan xavfsiz joy yaratish muhim ahamiyatga ega. Ularning ovozi muhimligini va ularning fikr-mulohazalari konstruktiv tarzda ishlatilishini bildirish muhimdir. O'quvchilarning fikr-mulohazalariga ko'ra harakat qilish - bu darsni o'tkazishni sozlash, turli xil o'quv vositalarini o'z ichiga olish yoki shunchaki tez-tez tekshirishni anglatadimi - sinf madaniyatini yanada sezgir va inklyuziv rivojlantirishga yordam beradi. Oxir oqibat, o'quvchilar o'zlarining kiritishlari haqiqiy o'zgarishlarga olib kelishini

ko'rganlarida, ular ko'proq ishtirok etadilar, ko'proq g'ayratli bo'ladilar va o'zlarining ta'lim sayohatlariga ko'proq sarmoya kiritadilar. Quyida o'quvchilarning fikr-mulohazalari va unga tegishli javoblarning ba'zi misollari keltirilgan:

a) Ta'lim uslubi haqida fikr-mulohazalar

- *"Ba'zida darslar juda tez o'tadi va men notalar bilan ushlay olmayman".*
- *"Hayotiy misollar keltirganingiz menga yoqadi - bu menga yaxshiroq tushunishga yordam beradi."*
- *"Ko'proq guruh mashg'ulotlari darsni yanada qiziqarli qiladi va menga boshqalardan o'rganishga yordam beradi."*

Nima qilish kerak: Pacingni o'zgartirish, ko'proq real aloqalarni o'rnatish yoki individual va hamkorlikdagi ishni muvozanatlash haqida o'ylab ko'ring.

b) Sinf muhiti haqida fikr-mulohazalar

- *"Guruhdagi ish paytida xona juda shovqinli bo'ladi va diqqatni jamlash qiyin."*
- *"Hammaning oldida savol berishdan asabiylashaman."*
- *"Bizda ko'proq moslashuvchan o'tirish variantlari bo'lishi mumkinmi?"*

Nima qilish kerak: Guruh ishi uchun aniq taxminlarni belgilang, anonim savollar variantlarini taklif qiling (masalan, savol qutisi) yoki iloji bo'lsa, jismoniy joyni moslashtiring.

c) Topshiriqlar va baholashlar bo'yicha fikr-mulohazalar

- *"Ba'zi uy vazifalari band ish kabi tuyuladi - bu menga materialni tushunishga yordam bermaydi."*
- *"Men insholarim haqida ko'proq fikr-mulohaza bildirishni xohlayman, shunchaki baho emas."*
- *"Sinovlardan oldin ko'rib chiqish qo'llanmalari bo'lsa, foydali bo'lar edi."*

Nima qilish kerak: topshiriqlarning maqsadi va dizayni haqida fikr yuritib, shakllantiruvchi fikr-mulohazalarni taqdim eting va ko'rib chiqish materiallari yoki o'quv mashg'ulotlarini taklif qilishni ko'rib chiqing.

d) Sinf madaniyati va munosabatlari haqida fikr-mulohazalar

- *"Ba'zi o'quvchilar boshqalarga qaraganda ko'proq chaqirilgandek tuyuladi."*
- *"Siz har doim adolatli va hurmatlisiz - bu farq qiladi."*
- *"Bir-birimiz bilan tanishadigan tadbirlarni ko'proq o'tkazsak edi."*

Nima qilish kerak: inklyuziv ishtirokni ta'minlang, hurmatli ohangni kuchaytiring va jamiyatni qurish faoliyatini o'z ichiga oladi.

e) Texnologiya va resurslar bo'yicha fikr-mulohazalar

- *"Onlayn platforma chalkash - men narsalarni qaerdan topishni bilmayman."*
- *"Darslarda ko'proq video yoki interfaol vositalardan foydalana olamizmi?"*
- *"Ba'zida Wi-Fi uzilib qoladi va men orqada qolaman."*

Nima qilish kerak: Aniq raqamli navigatsiya qo'llanmalarini taqdim eting, o'quv vositalarini diversifikatsiya qiling va kerak bo'lganda oflayn alternativalarini taklif qiling.

5. Sinfda ijobiy mustahkamlash kuchidan foydalanish

Ijobiy mustahkamlash kerakli xatti-harakatlarni targ'ib qilish va samarali sinf muhitini rivojlantirishning eng samarali strategiyalaridan biridir. Asosan, bu yondashuv o'quvchilarni munosib yoki namunali xulq-atvorini ko'rsatsa, ularni ataylab tan olish va taqdirlashni o'z ichiga oladi. Maqsad - bu xatti-harakatlarning takrorlanish ehtimolini oshirish. Tadqiqotlar doimiy ravishda shuni ko'rsatadiki, o'quvchilar ijobiy fikr-mulohazalarga, ayniqsa, aniq, o'z vaqtida va aniq umidlar bilan bog'liq bo'lsa, yaxshi javob berishadi. Topshiriqlarni o'z vaqtida bajarish, tengdoshlarga mehr ko'rsatish yoki darslarda faol ishtirok etish kabi ijobiy harakatlarni kuchaytirish orqali o'qituvchilar motivatsiya, faollik va mas'uliyat tsiklini rag'batlantirishlari mumkin.

Ijobiy mustahkamlashni amalga oshirishning bir necha yo'li mavjud:

- Og'zaki maqtov : oddiy "Vazifada qolish uchun ajoyib ish!" yoki "Sinfdoshingizga qanday yordam berganingizni qadrlayman" so'zlari o'quvchilarni o'zlarini ko'rish va qadrlashlarini his qilishlariga yordam beradi.
- Moddiy mukofotlar : Stikerlar, tokenlar yoki sertifikatlar muvaffaqiyatning vizual eslatmasi sifatida xizmat qilishi mumkin.
- Imtiyozlar : Qo'shimcha tanaffus, uy vazifasini topshirish yoki sinf faoliyatidagi etakchi rol o'quvchilarni muvaffaqiyatga erishish tuyg'usini kuchaytirishi mumkin.

Ijobiy mustahkamlashni qo'llashda izchil va adolatli bo'lish muhimdir. Har bir o'quvchi o'z sa'y-harakatlari va o'sishi uchun tan olinishi uchun imkoniyat borligini his qilishi kerak. O'quvchilarning individual ehtiyojlari va xohishlariga ko'ra mustahkamlashni moslashtirish ham uni yanada ta'sirli qiladi. O'ylangan holda foydalanilsa, ijobiy mustahkamlash nafaqat xulq-atvorni yaxshilaydi, balki o'qituvchi va o'quvchi munosabatlarini mustahkamlaydi, o'zaro hurmatni rivojlantiradi va yanada inklyuziv va qo'llab-quvvatlovchi ta'lim muhitiga hissa qo'shadi. Vaqt o'tishi bilan u sinf madaniyatini harakatni nishonlaydigan, tavakkal qilishni rag'batlantiradigan va ichki motivatsiyani yaratadigan madaniyatga o'zgartirishga yordam beradi.

Ijobiy mustahkamlash misollari quyidagilarni o'z ichiga olishi mumkin:

a) Og'zaki maqtov

- "Men gapirishdan oldin qo'lingizni qanday ko'targaningizni juda qadrlayman. Bu o'zini tuta bilishni ko'rsatadi."
- "Mustaqil o'qish vaqtida diqqatni jamlash ajoyib ish!"
- "Siz bu matematik muammo ustida juda ko'p ishladingiz - katta qat'iyat!"

b) Moddiy mukofotlar

- Tugallangan ish bo'yicha stikerlar yoki shtamplar
- "Yulduzli o'quvchi" sertifikatlari
- Sinf do'koniga yoki kichik mukofotga ball yoki tokenlar olish
- Taraqqiyotni ko'rsatish uchun yutuqlar jadvallari yoki e'lonlar taxtasi

c) Imtiyozlar va imkoniyatlar

- Qo'shimcha tanaffus yoki bo'sh vaqt
- Keyingi sinf faoliyati yoki o'yinini tanlash
- Kun davomida chiziqli rahbari yoki sinf yordamchisi bo'lish
- Maxsus o'rindiqli o'tirish (masalan, loviya sumkasi yoki o'qituvchi stoli)
- Mustaqil ishlash jarayonida musiqa tinglash

d) Guruh/sinfni rag'batlantirish

- Yaxshi xulq-atvor uchun marmar bilan "iltifot jar" ni to'ldirgandan so'ng sinf partiyasini qozonish
- Bir hafta o'z vaqtida uy vazifasini bajargandan so'ng tushdan keyin kino yoki pijama kuni pul topish
- Maktab e'lonlari paytida butun sinf hayqiriqlari yoki tan olinishi

e) Akademik mustahkamlash

- "Shon-sharaf devori"ga namunali ishlarni joylashtirish
- Doimiy ishtirok etish uchun bonus ballarini berish
- Erta tugatgan o'quvchilarga boyitish yoki tanlash faoliyati bilan shug'ullanishga ruxsat berish

Ijobiy mustahkamlash quyidagi hollarda yaxshi ishlaydi:

- Maxsus : Qaysi xatti-harakatlar mukofotlanayotganini ko'rsating.
- Darhol : Bu sodir bo'lgandan keyin tez orada xatti-harakatni kuchaytiring.
- Barqaror : odatlarni shakllantirish uchun muntazam ravishda mustahkamlashdan foydalaning.
- Samimiy : Sizning maqtovingiz samimiy va mazmunli ekanligiga ishonch hosil qiling.

6. Turli xil ta'lim strategiyalari

Bugungi xilma-xil sinflarda o'qitishning yagona usuli ko'pincha barcha o'quvchilarning ehtiyojlarini qondirish uchun etarli emas. Turli xil ta'lim strategiyalarini qo'llash nafaqat sinf dinamikasini boshqarish, balki har bir o'quvchining o'rganish uchun teng huquqli bo'lishini ta'minlashning kuchli usuli hisoblanadi. To'g'ridan-to'g'ri ta'lim, hamkorlikda o'rganish, amaliy tadqiqotlar va raqamli vositalar kabi o'qitish usullarini ataylab birlashtirib, o'qituvchilar keng doiradagi ta'lim imtiyozlari va qobiliyatlarini jalb qiladigan boy va inklyuziv o'quv muhitini yaratishi mumkin. Turli xil ta'lim uslublarini tushunish va ularga murojaat qilish muhim ahamiyatga ega. Vizual o'quvchilar diagrammalar, diagrammalar va multimedia taqdimotlaridan foydalanishdan foyda oladi. Eshitish qobiliyatiga ega bo'lgan o'quvchilar muhokamalarga, ovoz chiqarib o'qishga va og'zaki qayta ishlashga yaxshi javob berishadi. Kinestetik o'quvchilar esa darslarda harakat, tajriba va manipulyatsiyalar bo'lsa, ko'proq shug'ullanadilar. O'quv yondashuvlarimizni diversifikatsiya qilganimizda, biz tushunish uchun bir nechta yo'llarni yaratamiz, bu esa o'quvchilarga tarkib bilan shaxsan ular bilan rezonanslashadigan usullar bilan shug'ullanish imkonini beradi. Bundan tashqari, turli xil strategiyalar farqlashni qo'llab-quvvatlaydi, bu esa o'qitishni osonlashtiradi, boyitishni ta'minlaydi yoki maqsadli aralashuvlarni taklif qiladi. Ular, shuningdek, sinfni yaxshiroq boshqarishga hissa qo'shadilar - mashg'ulotlarga jalb qilingan o'quvchilar chalg'itishi yoki bezovtalanishi ehtimoli kamroq. Talabalar yangi formatlar va umidlarga duch kelganda, ular o'quvchilar sifatida moslashuvchanlik va barqarorlikni, umrbod ta'lim uchun zarur bo'lgan ko'nikmalarni rivojlantiradilar. Oxir oqibat, turli xil o'qitish strategiyalarini qo'llash chuqurroq tushunish, yuqori eslab qolish va yanada inklyuziv va dinamik sinf madaniyatiga yordam beradi. O'qituvchilar sifatida bizning maqsadimiz har bir o'quvchini muvaffaqiyatga erishish uchun jihozlashdir va ta'limning o'ylangan o'zgarishi bu vazifa sari muhim qadamdir.

Turli xil ta'lim strategiyalarining ba'zi misollari quyidagilarni o'z ichiga olishi mumkin, ammo ular bilan cheklanmaydi:

a) To'g'ridan-to'g'ri ko'rsatma (aniq ta'lim)

- Modellashtirish va boshqariladigan amaliyot bilan mazmunni aniq, tuzilgan yetkazib berish.
- Yangi tushunchalar yoki ko'nikmalarni joriy qilish uchun eng yaxshisi.
- Misol: O'quvchilar mustaqil sinab ko'rishdan oldin matematika muammosini doskada bosqichma-bosqich yechish usullarini ko'rsatish.

b) Hamkorlikda o'rganish / Guruhda ishlash

- Talabalar muhokama qilish, muammolarni hal qilish yoki vazifalarni bajarish uchun juftlik yoki kichik guruhlarda ishlaydi.
- Muloqot, tanqidiy fikrlash va ijtimoiy ko'nikmalarni rivojlantiradi.

- Misol: Adabiyot to'garaklari, o'ylang-juftlashing-baham ko'ring yoki guruh STEM muammolari.

c) Sokratik seminarlar / sinf muhokamalari

- Chuqur fikrlash va faollikni rivojlantirish uchun ochiq savol va muhokama.
- Murakkab matnlarni, tarixiy voqealarni yoki axloqiy dilemmalarni o'rganish uchun ideal.
- Misol: Romandagi mavzu yoki tarixiy qarorning oqibatlari haqida bahslashish.

d) Amaliy / Tajribali o'rganish

- Mavhum g'oyalarni aniq qiladigan faol, teginish tajribalari.
- Kinestetik o'rganuvchilar uchun ayniqsa samarali.
- Misol: Ilmiy laboratoriyalar, qurilish modellari, tarixiy voqealarni rolli o'ynash.

e) Ko'rgazmali qurollar va grafik organayzerlar

- Vizual o'quvchilarni qo'llab-quvvatlash uchun diagrammalar, oqim diagrammalari, langar jadvallari, aql xaritalari.
- O'quvchilarga ma'lumotlarni tartibga solish va saqlashga yordam beradi.
- Misol: Venn diagrammasidan tushunchalarni solishtirish va solishtirish.

f) Multimedia va texnologiya integratsiyasi

- Yetkazib berishni diversifikatsiya qilish uchun videolar, podkastlar, simulyatsiyalar va ta'lim dasturlari.
- Vizual va eshitish qobiliyatini o'rganuvchilarga murojaat qilish; kontentni yanada qulayroq qiladi.
- Misol: geografiya darsida interaktiv Google Earth sayohatidan foydalanish.

g) Differensiallashtirilgan yozish vazifalari

- Yozma topshiriqlarni o'rganish profiliga yoki tayyorgarlik darajalariga moslashtirish.
- O'quvchilarga tushunishni namoyish etishda ovoz va tanlash imkoniyatini beradi.
- Misol: O'quvchilar bir xil mavzuda hikoya, she'r yoki yangi maqola yozadilar.

h) Teskari o'qitish modeli

- Talabalar uydagi kontentni o'rganadilar (masalan, videolar orqali) va dars davomida amaliy mashg'ulotlar yoki chuqurroq muhokamalar o'tkazadilar.
- O'quvchilarning mustaqilligini rag'batlantiradi va sinfda o'rganish vaqtini maksimal darajada oshiradi.
- Misol: Uyda grammatika darsi videosini tomosha qilish, so'ngra sinfda o'zaro tahrirlash bilan ko'nikmalarni qo'llash.

i) Loyihaga asoslangan ta'lim (PBL)

- Yakuniy mahsulot yoki taqdimot bilan yakunlanadigan uzoq muddatli, so'rovga asoslangan topshiriqlar.
- Muammolarni hal qilish, hamkorlik va real hayotda qo'llashni rag'batlantiradi.
- Misol: Barqaror shaharni loyihalash, biografiyani tadqiq qilish va taqdim etish yoki biznes-rejani ishlab chiqish.

7. Samarali tartiblarni yaratish

O'qituvchilar sifatida, uyushtirilgan va samarali sinfni rivojlantirish uchun bizning ixtiyorimizdagi eng kuchli vositalardan biri bu aniq, izchil tartiblarni o'rnatishdir. Rutinlar shunchaki qoidalar to'plami emas, ular o'quvchilarning kundalik faoliyati bilan qanday shug'ullanishlarini boshqaradigan bashorat qilinadigan, bosqichma-bosqich jarayonlardir. Talabalar kunni qanday boshlashidan tortib, ular qanday qilib topshiriqlar o'rtasida o'tishlari va dars oxirida ketishga tayyorgarlik ko'rishlarigacha bo'lgan tartiblar umidlar aniq bo'ladigan va o'rganish oqimi uzluksiz qoladigan muhitni yaratishga yordam beradi.

Rutinlar nima uchun muhim?

Muntazamlar sinfda tuzilmani ta'minlab, uni o'quvchilar uchun oldindan aytib bo'ladigan va xavfsiz maydonga aylantiradi. Ular xavfsizlik tuyg'usini yaratadilar, chunki o'quvchilar nimani kutishlarini aniq bilishadi, bu esa noaniqlik va xavotirni kamaytiradi. O'quvchilar maktab kunining istalgan vaqtida ulardan nima kutilayotganini tushunib olsalar, ular o'quv jarayoniga chalg'itmasdan faolroq qatnashadilar. Aksincha, tartiblarning etishmasligi chalkashlik, tashvish va oxir-oqibat noto'g'ri xatti-harakatlarga olib kelishi mumkin, chunki o'quvchilar bundan keyin nima bo'lishini bilishmaydi. Bundan tashqari, tartiblar sinfdagi buzilishlarni sezilarli darajada kamaytirishi mumkin. O'quvchilar amal qilish kerak bo'lgan qadamlarni bilsalar, bir faoliyatdan ikkinchisiga o'tish osonroq va tezroq bo'lishi mumkin, bu esa ko'rsatmalarga ko'proq vaqt ajratish imkonini beradi. Muntazamlar, shuningdek, kunning ohangini o'rnatishga yordam beradi, darslar diqqat markazida va samarali muhit bilan boshlanishini ta'minlaydi.

Qanday qilib samarali tartiblarni ishlab chiqish kerak

1. Kunni maqsad bilan boshlang.
Darsni qanday boshlashingiz butun dars uchun ohangni belgilashi mumkin. O'quvchilarga o'rganish ongiga o'tishga yordam beradigan tartibdan boshlashni o'ylab ko'ring. Bunga oldingi kundagi materialni ko'rib chiqish, qisqacha qizdirish mashg'ulotlarini o'tkazish yoki o'quvchilarni dars bilan bog'liq savol bo'yicha jimgina mulohaza yuritishlari kiradi. Har bir sinfga izchil boshlashni kiritish orqali siz o'quvchilarga kelgusi darsga aqliy tayyorgarlik ko'rishga va ularning diqqatini mazmunga qaratishga yordam berasiz.

2. Buzilishlarni minimallashtiradigan dizayn o'tishlari.
Agar samarali boshqarilmasa, harakatlar o'rtasida harakatlanish ko'pincha buzilish vaqti bo'lishi mumkin. O'tish uchun aniq tartiblarni belgilash o'quvchilarning har bir bosqichda ulardan nima kutilayotganini bilishlarini ta'minlaydi. Mustaqil ishdan guruh ishiga o'tish yoki bir mavzudan ikkinchisiga o'tish bo'ladimi, o'quvchilar shu vaqtlarda nima qilishlari kerakligi bo'yicha aniq ko'rsatmalarga ega bo'lish bo'sh suhbat va vaqtni behuda sarflashni kamaytiradi. Misol uchun, siz o'quvchilarga mashg'ulotni yakunlash vaqti kelganida, keyin nima qilish kerakligi haqida aniq ko'rsatma berishingiz mumkin (masalan, "Iltimos, materiallaringizni qo'ying va guruhimiz muhokamasi uchun gilamga o'ting").
3. Ko'rib chiqish va mulohaza qilish uchun vaqtni qo'shing.
Har bir darsning boshida yoki oxirida o'tmish mazmunini ko'rib chiqish uchun vaqt ajratish o'rganishni kuchaytiradi va o'quvchilar ma'lumotni vaqt o'tishi bilan saqlab qolishlarini ta'minlaydi. Oldingi darslarni qisqacha ko'rib chiqish yoki mulohaza yuritish o'quvchilarga o'rganganlarini yangi material bilan bog'lashga yordam beradi, bu esa o'quv jarayonini yanada uyg'unlashtiradi. Misol uchun, har bir sinfni oxirgi darsdagi asosiy tushunchalarni 5 daqiqalik ko'rib chiqish bilan boshlash o'quvchilar uchun yumshoq eslatma bo'lib xizmat qilishi va tushunishni o'lchash uchun formativ baholash vositasi bo'lib xizmat qilishi mumkin.
4. Kunni ijobiy eslatma bilan yakunlang. Kunni ijobiy va diqqatli ohang bilan boshlash qanchalik muhim bo'lsa, darsni yaxshi xulq-atvor va o'rganishni kuchaytiradigan tarzda tugatish ham bir xil darajada muhimdir. Darsni yakunlash tartibi o'quvchilarni o'rganganlari haqida mulohaza yuritish, keyingi kun uchun maqsadlar qo'yish yoki chiqish chiptasini to'ldirishni o'z ichiga olishi mumkin. Strukturaviy tartib bilan yakunlash o'quvchilarga dars tugaganligi haqida signal beradi, shu bilan birga ularga kunlik o'rganishni qayta ishlash imkoniyatini beradi.

Doimiy tartiblarning afzalliklari

1. Noaniqlik va stressni kamaytiradi. O'quvchilar kun davomida nima kutishlarini bilsalar, o'zlarini muhitda xavfsizroq his qilishadi. Muntazam barqarorlik darajasini ta'minlaydi, bu tashvishni kamaytiradi va o'quvchilarga o'z o'rganishlarida o'zlarini ishonchli his qilishlariga yordam beradi.
2. Vazifani bajarish vaqtini oshiradi. O'tish va harakatlar uchun tartiblarni tozalash keyingi nima qilish kerakligini aniqlash uchun sarflangan vaqtni kamaytiradi. Natijada siz ko'proq o'quv vaqtini olasiz va o'quvchilar kutish yoki vazifadan tashqari xatti-harakatlar bilan shug'ullanish uchun kamroq vaqt sarflashadi.
3. Ijobiy sinf madaniyatini rag'batlantiradi
Muntazam tartiblar o'quvchilarda mas'uliyat hissini yaratadi. Talabalar o'zlari bajarishlari kerak bo'lgan qadamlarni bilganlarida, ular o'z vaqtlari va xatti-harakatlarini boshqarish uchun kuchga ega bo'lishadi. Bundan tashqari, tartiblar hurmat, mas'uliyat va ishtirokni kuchaytirish orqali ijobiy sinf madaniyatini rivojlantiradi.

4. Sinfni boshqarishni yaxshilaydi

Yaxshi tashkil etilgan tartib doimiy qayta yo'naltirish va intizomga kamroq ehtiyojni bildiradi. Sinf tuzilishini tushunadigan o'quvchilar buzg'unchi xatti-harakatlarga kamroq moyil bo'lishadi, chunki ular kutgan narsalarni aniq bilishadi va ularga rioya qilmaslik oqibatlarini bilishadi.

Rutinlarni amalga oshirish va saqlash bo'yicha maslahatlar

- Barqaror bo'ling: Muvaffaqiyatli tartiblarning kaliti - bu izchillik. O'quvchilaringiz uchun ular ikkinchi tabiatga aylanishi uchun muntazam ravishda amalda bo'lishini ta'minlang.
- Kutilayotgan xulq-atvor namunasi: Yangi tartibni joriy etishning dastlabki bosqichlarida kutilgan xatti-harakatni modellashtiring va o'quvchilarni jarayon davomida o'tkazing. Ularga odatiy holga kelguncha mashq qilishlari uchun keng imkoniyatlar bering.
- Moslashuvchan bo'ling: izchillik muhim bo'lsa-da, kerak bo'lganda tartiblarni o'zgartirishga ochiq bo'ling. Agar biror narsa ishlamasa, uni o'zgartirishdan qo'rqmang. Moslashuvchanlik sizga o'quvchilaringizning ehtiyojlariga moslashish va sinfdagi tajribani yanada samarali qilish imkonini beradi.
- Muntazamlarni kuchaytirish: o'quvchilar tartiblarni to'g'ri bajarganlarida maqtang va tan oling. Ijobiy mustahkamlash nafaqat tartiblarga rioya qilishni rag'batlantiradi, balki o'quvchilarni o'z xatti-harakatlariga egalik qilishga undaydi.

Samarali tartiblarni o'rnatish orqali siz o'rganishni maksimal darajada oshiradigan, o'quvchilar qo'llab-quvvatlanayotganini his qiladigan va sinfni boshqarish yanada muammosiz bo'ladigan muhitni yaratasisiz. Esda tutingki, tartib-qoidalar shunchaki qoidalaridan iborat emas – ular sizga ham, o'quvchilaringizga ham muvaffaqiyatga erishish imkonini beruvchi oldindan aytish mumkin bo'lgan, hurmat va ishtirok etish madaniyatini yaratish bilan bog'liq. Rutinning yaxshi misollari quyidagilarni o'z ichiga olishi mumkin:

a) Ertalab kelish tartibi

- **Maqsad:** kunni tuzilish bilan boshlang va o'quvchilarga o'rganishga o'tishga yordam bering.
- **Misol:**
 - Talabalar sinfga kirib, darhol paltolarini yoki xaltalarini osib qo'yishadi.
 - Keyin ular o'zlariga tayinlangan o'rindiqlariga borib, “qo'ng'iroq ishi” mashg'ulotini boshlaydilar (masalan, qisqacha yozish taklifi, matematikani ko'rib chiqish yoki oldingi kundagi dars haqida fikr yuritish uchun savol).
 - O'quvchilar ertalabki topshiriqni bajarayotganda, dars boshlanishidan oldin ularning hal qilinishini ta'minlagan holda, o'qituvchi qatnashishi mumkin.

b) Faoliyatlarni uzluksizligi

- **Maqsad:** Faoliyatlar orasidagi uzilish vaqtini minimallashtirish va o'rganish vaqtini maksimal darajada oshirish.
- **Misol:**
 - Mustaqil ishlardan guruhli ishlarga o'tishda o'qituvchi 5 daqiqalik ogohlantirishni, keyin esa 1 daqiqalik ortga hisoblashni beradi.
 - Keyin o'quvchilar oldindan belgilangan guruh joylariga o'tish yoki ma'lum materiallarni olish kabi belgilangan tartibni bajaradilar.
 - Aniq signal (masalan, qo'ng'iroq yoki qo'l baland ko'tarilgan) o'tish tugallanganligini bildiradi va o'quvchilar jim bo'lishlari va keyingi vazifaga diqqatlarini jamlashlari kerakligini bilishadi.

c) Sinfga kirish va chiqish tartibi

- **Maqsad:** Sinfga kirish va chiqishda o'quvchilarning diqqatini jamlaganligini va tartibli bo'lishini ta'minlash.
- **Misol:**
 - Sinfga kirishda o'quvchilar jim o'tirib, o'qituvchining ko'rsatmalarini kutishlari kerak. Bu o'quvchilarga qilayotgan ishini to'xtatish va tayyorlanishni bildiruvchi ma'lum bir ovozli signal (masalan, qo'ng'iroq yoki qo'shiq) bilan birga bo'lishi mumkin.
 - Ketishga tayyorgarlik ko'rayotganda, o'quvchilar belgilangan joyda navbatga turishadi. Ketishdan oldin ular chiqish vazifasini bajarishlari kerak (masalan, qisqacha fikr yuritish yoki barcha materiallarni o'z joyiga qaytarish).
 - Keyin o'qituvchi tartibli xulq-atvoriga asoslanib, tinch va tuzilgan ketishni ta'minlagan holda kichik guruhlarda o'quvchilarni tark etishi mumkin.

d) Kichik guruhlarda ishlash tartibi

- **Maqsad:** Guruh ishini samarali saqlash va barcha o'quvchilarning ishtirokini ta'minlash.
- **Misol:**
 - Guruh ishi boshlanishida o'qituvchi topshiriqni tushuntiradi va rollarni (masalan, vaqt hisoblagichi, eslatuvchi, ma'ruzachi va boshqalar) ajratadi.
 - O'quvchilar o'z guruh a'zolari bilan muntazam ravishda ro'yxatdan o'tishni va suhbatni "guruh kelishuvlari" orqali, masalan, "bir vaqtning o'zida bir kishi gapiradi" yoki "mavzuda qolish" orqali davom ettirishni bilishadi.
 - Guruh faoliyatini tugatish vaqti kelganida signal (masalan, yumshoq qo'ng'iroq) o'quvchilarga ishni to'xtatib, o'z o'rinlariga qaytishlarini aytadi va o'z xulosalarini sinf bilan baham ko'rishga tayyor.

e) Dars tartibini boshlash

- **Maqsad:** boshidanoq o'rganish uchun diqqat ohangini o'rnatish.
- **Misol:**
 - O'quvchilar kirishlari bilan "Hozir bajar" mashg'uloti doskada aks ettiriladi yoki tarqatma materialda ko'rsatiladi. Bu kunlik dars bilan bog'liq savol yoki qisqacha sharh bo'lishi mumkin, bu o'quvchilarga darhol o'rganish tafakkuriga kirishga imkon beradi.
 - Keyin o'qituvchi darsning maqsadlarini qisqacha ko'rib chiqadi va uni oldingi material bilan bog'laydi, davomiylilik va maqsadni mustahkamlaydi.

f) Kichik tanaffus va harakatlanish tartibi

- **Maqsad:** Sinfda o'quvchilar harakatini boshqarish va buzilishlarning oldini olish.
- **Misol:**
 - O'quvchilar hammom uchun tanaffus uchun sinfdan chiqib ketishlari kerak bo'lsa, qo'llarini ko'taradilar.
 - O'qituvchi o'quvchini tan oladi va agar bir vaqtning o'zida tark etishga ruxsat berilgan o'quvchilar sonida cheklov mavjud bo'lsa, boshqa o'quvchini hojatxonaga borishga chaqirishi mumkin.
 - Doskadagi taymer yoki vizual indikator o'quvchilarning qancha vaqt tashqariga chiqishini kuzatish uchun ishlatilishi mumkin, bu ularning tez qaytishini va buzilishlarni minimallashtirishni ta'minlaydi.

g) Darsni tugatish tartibi

- **Maqsad:** Darsni yakunlang va o'quvchilarni keyingi sinf yoki mashg'ulotga muammosiz o'tkazing.
- **Misol:**
 - Dars tugashiga 5 daqiqa qolganda, o'qituvchi ketishdan oldin nima qilish kerakligi haqida eslatma beradi (masalan, narsalarni yig'ish, topshiriqlarni bajarish va hokazo).
 - O'quvchilar o'z joylarini tozalaydilar va barcha materiallar o'z joylariga qaytarilishini ta'minlaydilar.
 - Keyin o'qituvchi o'quvchilarni 3-2-1 (ular o'rgangan 3 ta narsa, qiziqarli deb topilgan 2 ta narsa va ularda hali bor 1 ta savol) kabi tezkor yakuniy faoliyatga jalb qilishi mumkin.
 - Nihoyat, o'quvchilar o'z narsalarini yig'adilar va o'qituvchi ularni tinchgina chiqishni ta'minlash uchun ularni qatorlar yoki kichik guruhlariga bo'shatishlari mumkin.

h) Ertalabki yig'ilish yoki davra vaqti tartibi

- **Maqsad:** Jamoatchilikni rivojlantirish va kun uchun ijobiy ohangni o'rnatish.

- **Misol:**

- Talabalar aylana yoki markaziy uchrashuv maydoni atrofida to'planishadi.
- O'qituvchi tezkor tekshiruvni olib boradi, har bir o'quvchidan o'zini qanday his qilayotganini so'raydi yoki kunlik dars bilan bog'liq bo'lgan qisqa muhokama savolini beradi.
- Ushbu tartib o'quvchilarga o'zlarini eshitganlarini his qilishlariga yordam beradi, munosabatlar o'rnatadi va kunlik o'rganish uchun hamkorlik, hurmat muhitini o'rnatadi.

i) Fokus rejimini o'zgartirish

- **Maqsad:** O'quvchilarga chalg'itadigan daqiqalarda yoki uzoq mashg'ulotdan so'ng diqqatni qayta tiklashga yordam bering.

- **Misol:**

- Uzoq o'qish sessiyasidan so'ng yoki tushlikdan keyin o'quvchilarga qisqacha "o'tish vazifasi" beriladi (masalan, miya tanaffusi yoki qisqa jismoniy faoliyat, masalan, cho'zish yoki 2 daqiqalik "ko'zingizni yuming va nafas oling").
- Bu ularning diqqatini tiklashga va keyingi o'quv faoliyatiga tayyorlanishga yordam beradi. Bu musiqa bilan ham qo'shilishi mumkin, bu erda o'quvchilar musiqa to'xtaganda, keyingi darsga tayyor bo'lishlari kerakligini bilishadi.

j) Mustaqil ish tartibi

- **Maqsad:** Mustaqil topshiriqlarni bajarishda o'quvchilarning samarali ishlashi va diqqatini jamlashini ta'minlash.

- **Misol:**

- Talabalar mustaqil ish topshirig'ini boshlaganlarida, o'qituvchi aniq taxminlar qo'yadi: "Ushbu ish varag'ini to'ldirish uchun sizda 20 daqiqa bor. Agar yordam kerak bo'lsa, qo'lingizni ko'taring, aks holda vazifangizga diqqatingizni qarating."
- O'qituvchi sinf bo'ylab yuradi, o'quvchilar bilan tekshiradi va kerak bo'lganda yordam beradi, o'quvchilar diqqatini saqlab qolishlari va kerak bo'lganda yordam so'rashlari kutiladi.

Muvaffaqiyatli tartiblar uchun maslahatlar:

- **Izchil bo'ling:** muntazamlikdagi izchillik o'quvchilarga kutganlarini o'zlashtirishga yordam beradi va chalkashliklarni kamaytiradi.
- **Xulq-atvor namunasi:** Ayniqsa, yangi tartiblarni joriy qilganda, kutilgan xatti-harakatlar va qadamlarni modellashtirishga vaqt ajrating.
- **Maqtov bilan mustahkamlang:** Ijobiy xulq-atvorni rag'batlantirish uchun o'quvchilar tartiblarni to'g'ri bajarayotganini tan oling.
- **Zarur bo'lganda sozlang:** amalda nima ishlayotgani yoki ishlamayotganiga qarab tartiblarni takomillashtirishga ochiq bo'ling.

Bu tartiblar o'rnatilgandan so'ng, muammosiz ishlaydigan sinf muhitini yaratadi, bu erda o'quvchilar nimani kutishlari va ulardan nima kutilishini aniq bilishadi. Bu bashoratlilik ko'proq ishtirok etish, kuchli xavfsizlik hissi va samarali o'rganishga ko'proq vaqt sarflashga olib keladi.

8. Nizolarni hal qilish: o'quvchilarni umrbod ko'nikmalar bilan qurollantirish

Har qanday sinfda o'quvchilar o'rtasidagi nizolar muqarrar, ammo biz ularni o'sha daqiqalarda qanday yo'naltirishimiz hamma narsani o'zgartirishi mumkin. Mojarolarni hal qilish faqat nizolarni hal qilishdan iborat emas; bu o'quvchilarni kelishmovchiliklarni hurmat, hamdardlik va o'z-o'zini anglash bilan hal qilishni o'rgatishdir. O'qituvchilar sifatida biz ushbu ko'nikmalarni modellashtirish va osonlashtirishda asosiy rol o'ynaymiz. Mojarolarni samarali hal qilish o'quvchilar o'zlarini eshitadigan xavfsiz joy yaratishdan boshlanadi. Har bir o'quvchini faol tinglash muhimligini ta'kidlab, uzluksiz o'z nuqtai nazarini baham ko'rishga undash. Ularga e'tiborni ayblashdan ko'ra, kelishmovchilikning asosiy sababini aniqlashga yordam bering. U yerdan ularga umumiy til topishga va adolatli va o'zaro kelishilgan yechimga erishishga yo'l ko'rsating. Mojarolarni hal qilish sizning sinf madaniyatingizning bir qismiga aylanganda, u yanada hurmatli va inklyuziv muhitni yaratadi. Shuningdek, u takroriy muammolar ehtimolini kamaytiradi va o'quvchilarga kelajakdagi mojarolarni mustaqil ravishda hal qilish imkoniyatini beradi. Darhol sinfdagi imtiyozlardan tashqari, siz o'quvchilarga hamdardlik, muammolarni hal qilish, o'z-o'zini tartibga solish va hamkorlik kabi hayot davomida ular bilan birga olib boradigan muhim ijtimoiy-emotsional ko'nikmalarni shakllantirishga yordam berasiz. Ushbu amaliyotlarni izchil ravishda integratsiyalash - sinf uchrashuvlari, tiklovchi suhbatlar yoki rolli o'yinlar orqali - o'quvchilarning bir-biri bilan o'zaro munosabatini o'zgartirishi mumkin. Oxir oqibat, siz nafaqat mojarolarni hal qilyapsiz, balki hissiy jihatdan aqlli, rahmdil shaxslarni shakllantirishga yordam berasiz. Sinfdagi ziddiyatlarni boshqarish uchun ba'zi misollar:

a) "Siz mening joyimni oldingiz!" - O'tirish bo'yicha bahs

Senariy: Guruh ishida ikki o'quvchi ma'qul o'rindiq ustida bahslashadi. Biri ikkinchisini "doim o'z o'rnini egallashda" ayblaydi.

Qabul qilingan qadamlar:

- O'qituvchi xotirjamlik bilan o'quvchilarni ajratib turadi va ularni gapirishga taklif qiladi.
- Har bir o'quvchi o'z tomonini baham ko'radi, ikkinchisi esa to'xtatmasdan tinglaydi.
- O'qituvchi ularga asosiy muammoni aniqlashga yordam beradi: shaxsiy maydonga bo'lgan ehtiyoj va hurmatni his qilish.
- Ular navbatma-navbat almashish yoki haftaga o'rinlarni belgilash kabi yechimlar haqida fikr yuritadilar.

Qaror: Talabalar o'tiradigan joyni almashtirishga rozi bo'lishadi va har bir guruh faoliyatidan oldin bir-birlari bilan tekshirishadi.

b) "U menga gapirishga ruxsat bermayapti!" - Guruh ishidagi nomutanosiblik **Senariy:** Loyiha davomida tengdoshi suhbatda hukmronlik qilgani uchun o'quvchi o'zini chetda his qiladi.

Qabul qilingan qadamlar:

- O'qituvchi jamoaviy rollar va hurmatli muloqot haqida guruh muhokamasiga yordam beradi.
- Guruh me'yorlarni o'rnatadi: hamma gapirish uchun teng vaqt oladi va ular navbatma-navbat gapirish uchun "gapiruvchi ob'ekt" dan foydalanadilar.
- O'qituvchi hisobdorlikni qo'llab-quvvatlash uchun vaqti-vaqti bilan tekshiradi.

Qaror: Guruh dinamikasi yaxshilanadi va o'quvchilar o'zlarini eshitganliklarini va ko'proq ishtirok etishlarini bildiradilar.

c) "U ma'noli bir narsa aytdi" - Ozor beruvchi til

Senariy: O'quvchi sinfdoshi ularning tashqi ko'rinishi haqida haqoratli fikr bildirganini aytadi.

Qabul qilingan qadamlar:

- O'qituvchi har bir o'quvchi bilan alohida gaplashadi, so'ngra ularni vositachi suhbat uchun birlashtiradi.
- "Xafagarchi" o'quvchi o'z so'zlari va ularga ta'sir qilgani haqida fikr yuritishga undaydi.
- Asosiy e'tibor nafaqat jazolash, balki empatiya va mas'uliyatni o'z zimmasiga olishga qaratilgan.
- Samimiy kechirim so'raladi va ikkala o'quvchi ham kelajakda qanday qilib hurmat bilan muloqot qilish haqida kelishib olishadi.

Yechim: O'zaro munosabatlar yaxshilanadi va ikkala o'quvchi ham muammolarni ochiq hal qilishda o'zlarini xavfsizroq his qilishadi.

d) "Mavzu bo'yicha kelisha olmaymiz" - Jamoa loyihasi mojarosi

Senariy: Guruh taqdimot mavzusini hal qila olmaydi va keskinlik kuchayadi.

Qabul qilingan qadamlar:

- O'qituvchi mojarolarni hal qilishning oddiy sxemasini kiritadi (masalan, "davlat bildiring, tinglang, taklif qiling").

- Har bir o'quvchi o'zi yoqtirgan mavzuni baham ko'radi va sababini tushuntiradi.
- Ular bir-biriga mos keladigan manfaatlar yoki murosaga kelishga yo'naltirilgan.

Yechim: Ular g'oyalarni har bir o'quvchining asl taklifidagi elementlarni o'z ichiga olgan yangi, hamkorlik mavzusiga birlashtiradi.

e) "Ular doim meni bostirib yurishadi" – Kuch kurashlari

Senariy: O'yinga asoslangan ta'lim jarayonida bir bola doimo mas'uliyatni o'z zimmasiga oladi, boshqasi esa chetga surilganini his qiladi.

Qabul qilingan qadamlar:

- O'qituvchi kuzatadi va "Hammaning fikri o'yinning bir qismi ekanligiga qanday ishonch hosil qilishimiz mumkin?" kabi savollar bilan aralashadi.
- O'quvchilar o'yinda qanday qaror qabul qilishlari uchun "guruh qoidolari" yaratishga da'vat etiladi.
- Rol o'ynash faoliyati keyinchalik hamkorlikdagi xatti-harakatlarni kuchaytirish uchun ishlatiladi.

Qaror: Guruh qarorlar bo'yicha ovoz berishni va faoliyat davomida bir-birlari bilan tekshirishni boshlaydi.

Ushbu misollar mojarolarni hal qilish nafaqat muammolarni to'xtatish, balki o'quvchilarga munosabatlarni boshqarish, samarali muloqot qilish va jamiyatning yanada o'ychan a'zosi bo'lishni o'rgatish ekanligini ta'kidlaydi.

9. Sinfni boshqarish strategiyasi sifatida muntazam tekshiruvlardan foydalanish

O'qituvchilar sifatida bizning eng muhim rollarimizdan biri bu nafaqat kontentni yetkazib berish, balki o'quvchilar qo'llab-quvvatlanayotganini, tushunilganini va o'zlarini qiziqtirganini his qiladigan sinf muhitini yaratishdir. Sinf xonalarini proaktiv boshqarish bo'yicha samarali, lekin tez-tez e'tibordan chetda qoladigan strategiyalardan biri bu *muntazam tekshiruvlardan* foydalanishdir. Muntazam tekshiruvlar o'quvchilarning ilmiy yutuqlari, hissiy farovonligi va sinfdagi umumiy tajribasini tekshirish uchun ataylab vaqt ajratishni o'z ichiga oladi. Ushbu ro'yxatga olishlar norasmiy ravishda, masalan, mustaqil ish vaqtida tezkor suhbat yoki ko'proq rasmiy ravishda, rejalashtirilgan yakkama-yakka yoki kichik guruh suhbatlari orqali amalga oshirilishi mumkin.

Nima uchun muntazam tekshiruvlar muhim?

- **Muammolarni erta hal qiling** : Agar e'tibor berilmasa, kichik tashvishlar kuchayishi mumkin. Muntazam tekshiruvlar sizga akademik kurashlarni, xulq-atvor namunalarni

yoki ijtimoiy-emotsional muammolarni kattaroq muammolarga aylanishidan oldin aniqlash imkonini beradi.

- **O'z vaqtida yordam ko'rsating** : o'zini ko'rgan va eshitilgandek his qiladigan o'quvchilar mashg'ulotlarda qolish ehtimoli ko'proq. Ushbu suhbatlar sizga dalda berish, tushunmovchiliklarni aniqlash va turlicha yordam berish imkoniyatini beradi.
- **Aloqalarni mustahkamlang** : Muntazam o'zaro munosabatlar ishonch va munosabatlarni mustahkamlaydi. Talabalar sizning muvaffaqiyatingiz va farovonligingiz uchun sarmoya kiritayotganingizni bilishsa, ular fikr-mulohazalar va umidlarga ijobiy javob berishlari mumkin.
- **Yo'riqnomani strategik tarzda sozlang** : Bu tushunchalar sizning ta'limingizga yo'l ko'rsatishi mumkin. Agar bir nechta o'quvchilar chalkashlik yoki umidsizlikni bildirsa, siz ko'rsatmalaringizni yoki tezligingizni mos ravishda moslashingiz mumkin.

Muntazam tekshiruvlarni qanday amalga oshirish kerak

- **Strategik rejalashtirish** : Ro'yxatdan o'tishlar mazmunli bo'lishi uchun uzoq davom etishi shart emas. Har bir o'quvchi bilan bir necha haftada 2-5 daqiqa suhbat qurishni maqsad qiling. Imkoniyat sifatida o'tish vaqtlari, qo'ng'iroq ishi yoki guruh ishlaridan foydalaning.
- **Xavfsiz joy yarating** : bu suhbatlarni ijobiy tarzda o'tkazing. Ochiq savollardan foydalaning, masalan: "Yaqindagi darslarimiz haqida fikringiz qanday?" yoki "Sinfda boshqacha qilishimizni hohlagan biror narsa bormi?"
- **Track Patterns** : O'quvchilar baham ko'rgan narsalar haqida qisqacha qaydlarni saqlang. Vaqt o'tishi bilan siz sinfdagi qarorlaringizni bildiradigan yoki qo'shimcha manbalarga muhtoj bo'lgan o'quvchilarni ko'rsatadigan tendentsiyalarni ko'rishingiz mumkin.
- **Moslashuvchan bo'ling** : har bir o'quvchi darhol ochilmaydi va bu yaxshi. Muvofiqlik muhim ahamiyatga ega - vaqt o'tishi bilan o'quvchilaringiz jarayonga ishonishni va halolroq bo'lishni o'rganadilar.

Yakuniy fikrlar

Sinfni boshqarish shunchaki tartibni saqlashdan iborat emas; bu o'quvchilar rivojlanadigan jamiyatni rivojlantirish haqida. Muntazam tekshiruvlar o'quvchilarning ehtiyojlariga moslashish, sinf madaniyatini mustahkamlash, akademik va hissiy o'sishni qo'llab-quvvatlashning oddiy, ammo kuchli usulidir. O'quvchilar o'zlarini tanilgan va qo'llab-quvvatlanayotganini his qilsalar, muvaffaqiyatga erishish ehtimoli ko'proq bo'ladi - bu asosiy maqsaddir.

Muntazam tekshiruvlarning ba'zi misollari.

a) Akademik tekshiruvlar

Bular tushunish, motivatsiya va ish yukini aniqlashga yordam beradi:

- Tez chiqish chiptalari
Quyidagi kabi aks ettiruvchi so'rovni so'rang:
 - "Bugungi darsning qaysi qismi eng chalkash edi?"
 - "Bugungi mavzuni tushunganingizni 1 dan 5 gacha baholang."
- Yakkama-yakka "Mini-konferentsiyalar"
Mustaqil ish yoki guruh faoliyati davomida o'quvchilarni 2 daqiqalik suhbatlar uchun chetga torting:
 - "Hozirgi bo'linmamiz haqida qanday fikrdasiz?"
 - "Ko'proq yordam so'ragan narsa bormi?"
- Haftalik raqamli ro'yxatdan o'tish formasi (Google Forms va h.k.)
Quyidagi kabi bir nechta izchil savollarni bering:
 - "Bu hafta siz uchun nima qiziqarli bo'ldi?"
 - "Siz o'zingizni darsning sur'ati bilan davom etayotganingizni his qilyapsizmi?"

b) Hissiy va ijtimoiy tekshiruvlar

Bular ishonchni mustahkamlaydi va ijobiy sinf muhitini rag'batlantiradi:

- Kayfiyat o'lchagichlari yoki kulgichlar jadvallari
O'quvchilardan dars boshida o'zlarini qanday his qilayotganliklarini qog'ozda, doskada yoki raqamli ravishda belgilashlarini so'rang .
- "Atirgul, tikan, g'uncha" mulohazasi
Hafta oxirida o'quvchilardan yozish yoki baham ko'rishlarini so'rang:
 - ☐ *Rose* : Biror narsa yaxshi o'tdi
 - ☐ *Thorn* : Ular duch kelgan qiyinchilik
 - ☐ *Bud* : Ular intiqlik bilan kutayotgan narsa
- Sog'lomlashtirish chorshanba kunlari (yoki istalgan kun)
5 daqiqani ruhiy tekshiruvlarga ajrating:
 - "Bu hafta sizni tabassum qilgan narsa nima?"
 - "Siz anonim ravishda baham ko'rmoqchi bo'lgan biron bir fikringiz bormi?"

c) Sinf madaniyati va xulq-atvorini tekshirish

Bular sinf normalari va tartiblariga egalikni rag'batlantiradi:

- Sinf zarbasi so'rovlari
Quyidagi kabi bayonotlar bilan anonim shakllardan foydalaning:
 - "Men bu sinfda hurmatga sazovor his qilaman."
 - "Bizning sinfimiz fikr almashish uchun xavfsiz joydir."

- "Men xulq-atvorni kutayotgan narsalarni aniq bilaman."
- Fikr-mulohaza burchaklari yoki takliflar qutilari
O'quvchilarga yaxshilanishlarni taklif qilishlariga imkon bering :
 - "Darsni o'tkazishda qanday o'zgarishlarni ko'rishni xohlaysiz?"
 - "Sizning o'qituvchingiz sifatida men nimani yaxshiroq qila olaman?"
- Sinf yig'ilish doiralari (oyda yoki chorakda bir marta)
O'quvchilarga g'oyalar yoki tashvishlarni tuzilgan guruh sharoitida, suhbat bo'limi yoki ko'rsatma orqali bildirishlariga imkon bering .

10. Ta'lim berishda hazilning foydalari

1. Hazil ijobiy sinf muhitini yaratadi.

O'quvchilar tavakkal qilish, xato qilish va o'zlari bo'lishda o'zlarini xavfsiz his qiladigan iliq, inklyuziv muhitni yaratishga yordam beradi . Yengil ohang taranglikni engillashtiradi, xavotirni kamaytiradi va hatto eng istamagan o'quvchilarni ochishga yordam beradi. Talabalar tabassum qilganda, ular ishtirok etish, savollar berish va ishtirok etishda davom etishlari ehtimoli ko'proq.

2. Ishtirok etish va ushlab turishni kuchaytiradi.

Shuni tan olish kerakki, e'tibor qisqa va ekranlarda raqobat kuchli. O'z vaqtida qilingan hazil, dars bilan bog'liq kulgili hikoya yoki o'yin sinfdagi mashg'ulotlar o'quvchilarning e'tiborini jalb qilishi va ma'lumotni yanada samarali saqlashga yordam beradi. Agar Mari Antuanetta o'z tortini quvnoq himoya qiladigan soxta sud jarayonini o'z ichiga olsa, o'quvchilar Frantsiya inqilobining sabablarini eslab qolishlari mumkin.

3. O'qituvchi va o'quvchi munosabatlarini mustahkamlaydi.

Hazil sizni insoniylashtiradi. Bu o'quvchilarga siz oson, o'zaro munosabatda va ha, hatto kulgili ekanligingizni ko'rsatadi . Bu ishonch va munosabatlarni mustahkamlaydi, bu esa o'z navbatida ijobiy xatti-harakatlar va muloqotni rag'batlantiradi. O'quvchilar atrofda bo'lishni yoqtiradigan odamni tinglashga va o'rganishga ko'proq tayyor.

4. O'qituvchilarga stressni boshqarishga yordam beradi.

Esdan chiqarmaylik: o'qitish stressli. O'quvchilaringiz bilan kulish yo'llarini topish (va ba'zan o'zingizga) hatto eng og'ir kunlarni ham biroz osonlashtirishi mumkin. Bu o'rnatilgan stressni engillashtiruvchi vosita bo'lib, hatto o'quv dasturi og'ir bo'lsa ham, sinfni engil his qiladi.

Sinfda hazildan foydalanishning amaliy usullari

- Hikoyalar aytib bering : O'z hayotingizdan dars bilan bog'liq bo'lgan kulgili (mos!) anekdot bilan o'rtoqlashing. O'quvchilar haqiqiy hikoyalarni eshitishni yaxshi ko'radilar - bu sizni ko'proq o'zaro bog'laydi va mazmunini esda qolarli qiladi.
- O'ynoqi tildan foydalaning : so'z birikmalari, qofiyalar yoki kulgili o'xshatishlarga seping. Misol uchun, "Mitoxondriya - hujayraning quvvat manbai, lekin rostini aytsam, bu biologiyaning qahva mashinasi".

- O'yinlar va skitslarni qo'shing : O'rganish barcha eslatmalar va ma'ruzalar bo'lishi shart emas. Mazmunni kulgili va jozibali tarzda jonlantirish uchun rolli o'yinlar, parodiya qo'shiqlari yoki qisqa skitlardan foydalaning.
- Xatolarga kulish : Muvaffaqiyatsizlikka nisbatan sog'lom munosabatda bo'ling. Agar biror narsa noto'g'ri bo'lsa - proyektoringiz o'lib qolsa, ma'ruza o'rtasida ovozingiz yorilib ketsa - unga egalik qiling va kuling. Bu o'quvchilarni chidamlilik va kamtarlikka o'rgatadi.
- Yugurish hazillarini yarating : Bu sinf maskotimi, siz doimo aytadigan kulgili ibora yoki qahvaga bo'lgan muhabbatigiz haqida davom etayotgan ichki hazil bo'ladimi, bu kichik an'analar kuchli sinf jamoasini yaratishi mumkin.

Ogohlantirish so'zi - Hazil har doim inklyuziv, mehribon va yoshga mos bo'lishi kerak.

O'quvchilarni nishonga oladigan yoki ajratib qo'yadigan kinoya yoki hazillardan saqlaning.

Maqsad - o'quvchilarni yuqoriga ko'tarish, hech kimni pastga tushirish emas.

Yakunida - Hazil shunchaki o'yin-kulgidan ko'proq narsa - bu ta'lim strategiyasidir. Bu kontentni yopishqoqroq qiladi, sinflarni do'stona qiladi va o'qitishni yanada quvnoq qiladi. Shuning uchun ozgina (yoki ko'p) kulishdan qo'rqmang. O'quvchilar o'rganishni ijobiy his-tuyg'ular bilan bog'lashsa, siz ularga shunchaki mazmunni o'rgatmaysiz, balki ular eslab qoladigan tajribani yaratasiz. Chunki oxir-oqibat, agar kulish eng yaxshi dori bo'lsa, ehtimol sizning sinfingiz dunyodagi eng sog'lom joydir. O'qituvchilarning o'rganishni kuchaytirish, o'quvchilar bilan aloqa o'rnatish va narsalarni jonli saqlash uchun hazildan qanday foydalanishlari mumkinligi haqidagi ba'zi **real, sinfga mos misollar keltirilgan:**

a) Tushunchalarni tushuntirish uchun kulgili analogiyalar

- Fan: "Fermentlar molekulalar uchun kichik o'yinchilarga o'xshaydi. Ular ularni birlashtiradi, shirin narsalarni (yoki vodorod aloqalarini) shivirlaydi va - bum! - kimyoviy reaksiya".
- Matematik: "Salbiy raqamlar hissiy yukga o'xshaydi. Siz ularni olib yurasiz va ular sizning baxtingizdan mahrum bo'lishadi - lekin baxtga, biz ular bilan qanday ishlashni bilamiz!"
- Tarix: "Sovuq urush qor to'plari yoki muzli nigohlar bilan bog'liq emas edi (garchi ular ko'p bo'lsa ham). Bu ko'proq AQSh va SSSR o'rtasidagi o'nlab yillar davom etgan qarama-qarshilik musobaqasiga o'xshardi"

b) Hazil va o'yin so'zlaridan foydalanish

- Ingliz tili: "Nega sifat har doim asabiy edi? Chunki u zamon otlari bilan o'ralgan edi."
- Biologiya: "Men o'quvchilarimga mitoxondriya hazilini aytdim ... lekin unda energiya etishmadi."
- Geografiya: "Ertaga bizda qit'alar bo'yicha sinov bor. Bu *chodirlarda* bo'ladi ... tushunasizmi? *Shiddatlimi?* "

Eslatma: Ha, ular nola qiladilar. Bu zavqning bir qismi.

c) Rolli o'yinlar va sinf syujetlari

- Talabalardan tarixiy voqealarni sahnalashtiring, masalan, Amerika inqilobi qahramonlari bilan soxta matbuot anjumanlari.
- O'zingiz qahramonga aylaning! Misol uchun, xazinani bo'lishda yordamga muhtoj bo'lgan dovdorab qolgan qaroqchiga o'xshab, matematika darsini o'rgating.
- Yangi mavzular bilan tanishayotganda bema'ni ovozlari yoki rekvizitlardan foydalaning (toj, peshtaxta, hatto quyoshdan saqlaydigan ko'zoynak).

d) Ahmoqona "Sinf talismasi" yoki ichki hazil yarating

- Sinfda "sinf bilan o'rganadigan" va vaqti-vaqti bilan kulgili ovozda "maslahat beradigan" uy hayvonlari, rezina o'rdak yoki peluş o'yinchoq bo'lsin.
- Kichkina narsa bilan hazil qiling, masalan, har dushanbani "Qarama-qarshi kun" deb ko'rsatish (masalan, "Bugungi uy vazifasi YO'Q, shunchaki hazil!").

e) Ko'ngilsiz "noto'g'ri javoblar"

- Materialni ko'rib chiqayotganda, kulgili bir nechta variantni qo'ying:
 - Savol: Fotosintezga nima sabab bo'ladi?
A. Quyosh nuri B. Suv C. Karbonat angidrid D. Yashirin bog 'gnome jamiyati

O'quvchilar kuladi, lekin ular to'g'ri javobni osonroq *aniqlashni ham o'rganadilar.*

f) O'z-o'zidan kulish

- Agar so'zlaringiz ustidan qoqilib ketsangiz yoki kofeingizni to'kib yuborsangiz, shunchaki uni aylantiring:
"Bu mening kundalik kamtarligim edi. Xush kelibsiz, sinf."
- Agar slayd-shou ishlamay qolsa: "Xo'sh, men texnologiyaga ishonganim uchun shunday olaman. 1994 yildagi kabi doskaga qayting!"

g) Brain Breaks va Goofy Activities

- "Film sarlavhasini emoji" yoki "O'qituvchining qiziqarli ma'lumotlari" kabi 60 soniyalik o'yinlarni o'ynang ("Bugun ertalab qancha piyola kofe ichdim deb o'ylaysiz?").
- Talabalar siz o'rganayotgan mavzu bo'yicha o'zlarining ta'limiy memlarini yoki "dada hazillarini" o'ylab toping.

11. Sinfda oqibatlar haqida samarali muloqot qilish sifatida, uyushgan va samarali sinfni saqlashning eng muhim jihatlaridan biri o'quvchilarning xatti-harakatlarining oqibatlarini aniq tushunishlarini ta'minlashdir. Bu faqat qoidalarni amalga oshirishdan ko'proq narsani

talab qiladi; u kutilgan xatti-harakatlar va ushbu xatti-harakatlar natijasida yuzaga keladigan ijobiy va salbiy natijalarni faol ravishda etkazishni o'z ichiga oladi. Talabalar o'z harakatlarining bevosita oqibatlaridan xabardor bo'lganda, ular o'zlarini qanday tutishlari haqida ongli ravishda tanlov qilish uchun yaxshi jihozlanadilar. Misol uchun, sinf qoidalariga rioya qilish qo'shimcha tanaffus yoki bo'sh vaqt kabi mukofotlarga olib kelishini aniq tushuntirish o'quvchilarni umidlarga rioya qilishga undaydi. Boshqa tomondan, o'quvchilarni buzg'unchilik xatti-harakatlari ishtirok etish ballarini yo'qotish yoki taym-aut kabi oqibatlarga olib kelishi mumkinligi haqida xabardor qilish, ularning harakatlari ularning tajribasi va tengdoshlarining tajribasiga bevosita ta'sir qilishini ta'kidlaydi. Ushbu oqibatlarni qo'llashda izchil bo'lish juda muhim, chunki adolat sinfda ishonch va hurmatni saqlashning kalitidir. O'quvchilar ijobiy yoki salbiy xulq-atvor uchun oqibatlar izchil qo'llanilishini ko'rganlarida, ular tizimni tushunishlari va hurmat qilishlari ehtimoli ko'proq. Bu o'quvchilar chalkashmasdan yoki keyin nima bo'lishidan xavotirlanmasdan o'rganishga e'tibor qaratishlari mumkin bo'lgan taxminiy muhitni yaratadi.

Bundan tashqari, o'quvchilarga ijobiy va salbiy xatti-harakatlari haqida fikr yuritish imkoniyatini berish ularga o'z harakatlari va natijalari o'rtasida bog'lanish imkonini beradi. Bu mulohaza bebaho o'qitish vositasi bo'lib, o'quvchilarga nafaqat qoidalariga rioya qilishga, balki o'z-o'zini boshqarish ko'nikmalarini rivojlantirishga yordam beradi. Xulosa qilib aytganda, oqibatlar haqida aniq muloqot o'quvchilar o'zlarini xavfsiz, hurmatli va mas'uliyatli his qiladigan muhitni yaratishga yordam beradi. O'quvchilar kutgan narsalarni tushunib, oqibatlar adolatli qo'llanilishini bilsalar, ular ijobiy xulq-atvorda ishtirok etishlari va hamma uchun ijobiy ta'lim muhitiga hissa qo'shishlari mumkin. Sinfda oqibatlarni qanday qilib samarali etkazish haqida ba'zi amaliy misollar:

a) Sinf qoidalarini va ijobiy mustahkamlash

- Misol : Yil boshida siz o'quvchilaringiz bilan aniq taxminlar qo'yishingiz mumkin. Masalan, "Qo'lingizni ko'targaningizda, o'z fikrlaringiz bilan bo'lishish imkoniga ega bo'lasiz. Agar siz boshqalarning nutq vaqtini hurmat qilsangiz, hafta oxirida qo'shimcha tanaffusga ega bo'lasiz."
- Samarali muloqot : Qoidalariga rioya qilganlik uchun mukofotni (qo'shimcha tanaffus vaqti) aytib (gapirish uchun qo'llarni ko'tarib), o'quvchilar o'zlarining ijobiy xatti-harakatlaridan nimani olishlarini aniq tushunadilar.

b) Buzilishlar uchun izchil oqibatlar

- Misol : "Agar siz boshqa birov gapirayotganda gaplashishni tanlasangiz, ogohlantirish olasiz. Agar u davom etsa, tanaffusingizning 5 daqiqasini yo'qotasiz."
- Samarali muloqot : Tanaffusni buzish uchun qadamlarni (avval ogohlantirish, keyin tanaffusni yo'qotish) aniq tushuntirib, o'quvchilar qoidani buzsa nima kutishlari mumkinligini bilishadi. Bu ularga yaxshiroq tanlov qilishga yordam beradi.

c) Ommaviy yoki shaxsiy mustahkamlash

- Misol : O'quvchi topshiriqni o'z vaqtida bajarib bo'lgach, siz: "Ishingizni o'z vaqtida topshirganingiz uchun tashakkur. Siz haftalik uy vazifasi talonini oldingiz" deysiz.
- Samarali muloqot : Xulq-atvorni omma oldida e'tirof etish ijobiy harakatni kuchaytiradi va o'quvchiga o'z qadrini his qilishiga yordam beradi. Xuddi shunday, salbiy xatti-harakatlar bilan shug'ullanayotganda, o'quvchining xijolat tortmasligini ta'minlash uchun shaxsiy suhbat ko'proq mos kelishi mumkin.

d) Sinfdagi xatti- harakatlar jadvali

- Misol : o'quvchilar o'z harakatlariga qarab ismlarini yuqoriga yoki pastga siljitadigan xatti-harakatlar jadvali. "Agar siz guruhda ishlash vaqtida ovozingizni 2-darajada ushlab tursangiz, yashil zonaga o'tasiz. Agar siz bezovta qilsangiz, sariq rangga o'tasiz, agar buzilish davom etsa, darsdan keyin men bilan suhbatlashishingiz kerak bo'ladi."
- Samarali muloqot : Ushbu vizual vosita o'quvchilarga ularning xatti-harakatlarini kuzatish va darhol oqibatlarini ko'rish imkonini beradi. Shuningdek, u harakatlar va oqibatlar o'rtasidagi bog'liqlikni kuzatish va tushunish uchun aniq tuzilmani taqdim etadi.

e) Guruh ishi uchun aniq kutilmalar

- Misol : "Guruhlarda ishlaganingizda, men sizdan vazifada qolishingizni kutaman. Agar shunday qilsangiz, guruhingiz ishini sinfga taqdim etish imkoniyatiga ega bo'lasiz. Agar guruhingiz ishni bajarishdan juda ko'p vaqt ajratsa, keyingi safar qanday yaxshilanish haqida qisqacha fikr yuritishingiz kerak bo'ladi."
- Samarali muloqot : Vazifani bajarmaslik uchun aniq mukofot (taqdim etish) va topshiriqda qolmaganlik uchun oqibat (mulohaza) belgilash o'quvchilarga guruh faoliyati davomida ulardan nima kutilayotganini tushunishga yordam beradi.

f) Xulq - atvor haqida mulohaza yuritish

- Misol : O'quvchi navbatsiz gapirib, darsni buzgandan so'ng, siz shunday deyishingiz mumkin: "Men dars davomida gaplashayotganingizni payqadim, bu sizning sinfdoshlaringizning o'qishiga xalaqit berdi. Keling, nima bo'lganini va keyingi safar qanday yaxshi ish qilishimiz haqida 5 daqiqa vaqt ajratamiz. Yo'qotilgan o'rganish vaqtining o'rnini to'ldirish uchun siz 5 daqiqa tushlik qilishingiz kerak bo'ladi."
- Samarali muloqot : Bu yondashuv nafaqat xatti-harakatlarga qaratilgan, balki o'quvchini o'z xatti-harakatlari haqida fikr yuritishga taklif qiladi va vaziyatdan saboq olishga yordam beradi.

g) Ijobiy xulq-atvor uchun mukofot tizimi

- Misol : "Har safar sinf tinchgina ishni boshlashga tayyor bo'lganda, siz sinf ball olasiz. 5 balldan keyin biz mukofot sifatida qiziqarli mashg'ulot o'tkazamiz."

- Samarali muloqot : Butun sinf vazifani bajarish uchun ball to'plashi mumkinligini tushuntirib, siz jamoaviy ish va javobgarlikni rag'batlantirasiz. Talabalar guruh sifatida ularning xatti-harakatlari aniq mukofotga olib kelishini tushunishadi.

h) Oldindan aloqa

- Misol : "Testni boshlashdan oldin, men hammaga eslatib qo'yimoqchimanki, agar test paytida gaplashsangiz, sizdan tugatish uchun boshqa joyga ko'chishingiz so'raladi. Bu barchaga diqqatini jamlashga va qo'lidan kelganini qilishga yordam beradi."
- Samarali muloqot : xatti-harakatlar sodir bo'lishidan oldin, siz o'quvchilarga o'z-o'zini nazorat qilish imkoniyatini berasiz, bu ularni qoidaga rioya qilish va oqibatlardan qochish ehtimolini oshiradi.

i) Shartnomalar bo'yicha xatti-harakatlar Misol : Vazifani bajarishda qiynalayotgan o'quvchi uchun siz xatti-harakat shartnomasini qo'llashingiz mumkin: "Keling, har 30 daqiqada e'tiboringizni chalg'itmasdan ishingizga qaratsangiz, 10 daqika qo'shimcha bo'sh vaqt olasiz."

- Samarali muloqot : Xulq-atvor shartnomasi o'quvchi bilan kutilgan xatti-harakatni va o'ziga xos mukofotlarni ko'rsatadigan aniq kelishuvni belgilaydi. Bu xatti-harakatlarni boshqarishning proaktiv usuli va o'quvchilarga o'z harakatlariga egalik qilishni ta'minlaydi.

j) Tabiiy oqibatlar

- Misol : "Agar siz uy vazifangizni unutib qo'ysangiz, uni bajarish uchun tushlik paytida qolishingiz kerak bo'ladi. Bu tayyor bo'lmaslikning tabiiy natijasidir va bu sizga kelajakda yanada mas'uliyatli bo'lishni o'rganishga yordam beradi."
- Samarali muloqot : Tabiiy oqibatlar (masalan, ishni tugatish uchun qolish) o'quvchilarga mas'uliyatni o'rganishga qanday yordam berishini tushuntirib, siz ularning harakatlari real hayotga ta'sir qiladi degan fikrni mustahkamlaysiz.

Aniq, izchil va adolatli natijalarni taqdim etish orqali o'quvchilar nafaqat ulardan nima kutilayotgani, balki ularning xatti-harakati ham o'zlarining o'qishlariga, balki butun sinfga qanday ta'sir qilishini ham bilib olishadi. Asosiysi, oqibatlarning tushunilishi, mutanosibligi va izchil qo'llanilishini ta'minlash . Bu tuzilgan, ammo qo'llab-quvvatlovchi o'quv muhitini yaratadi.

12. Texnologiya integratsiyasi orqali sinf boshqaruvini kuchaytirish

Texnologiyani sinfni boshqarishga kiritish o'qitish samaradorligini va o'quvchilar natijalarini oshirishning kuchli strategiyasidir. Raqamli vositalarni o'ylangan holda integratsiyalash orqali o'qituvchilar kundalik vazifalarni soddalashtirishi, o'quvchilarning faolligini oshirishi va yanada uyushgan va sezgir o'quv muhitini qo'llab-quvvatlashi mumkin. Ushbu integratsiyani qo'llab-quvvatlash uchun keng doiradagi ta'lim platformalari va ilovalari mavjud. **Kahoot** , **Google Classroom** va **Duolingo** kabi vositalar o'quvchilarning qiziqishi

va motivatsiyasini saqlab qolishga yordam beradigan interaktiv va moslashtirilgan o'quv tajribalarini taklif etadi. Ushbu platformalar, shuningdek, o'quvchilarning xulq-atvori, ishtiroki va o'quv yutuqlarini kuzatish uchun qimmatli vositalarni taqdim etadi - o'qituvchilarga ta'lim va sinf strategiyalari haqida ongli qarorlar qabul qilish imkonini beradi. Texnologiya aloqa va hamkorlikni ham osonlashtiradi. **Google Classroom** va **Microsoft Teams** kabi platformalar o'quvchilarga topshiriqlarni raqamli tarzda topshirish, o'z vaqtida fikr-mulohazalarni olish va jismoniy sinfdan tashqari sinf muhokamalarida qatnashish imkonini beradi. Ushbu vositalar shaffoflik, hisobdorlik va uzluksiz hamkorlikka yordam beradi. Bundan tashqari, texnologiya davomatni kuzatish, baholash va resurslarni almashish kabi vazifalarni soddalashtirish orqali ma'muriy samaradorlikni oshiradi. Bu samaradorlik ta'lim va individual o'quvchilarni qo'llab-quvvatlash uchun ko'proq vaqtni bo'shatadi. Muhimi, raqamli vositalar multimedia kontenti, moslashuvchan o'rganish yo'llari va foydalanish imkoniyatlari orqali **turli xil o'rganish uslublarini qo'llab-quvvatlaydi**. Bu ta'limni farqlashni osonlashtiradi va bugungi o'quvchilarning turli ehtiyojlarini qondiradi.

Sinfda texnologiyani qo'llash orqali o'qituvchilar nafaqat akademik yutuqlarni qo'llab-quvvatlovchi, balki raqamli savodxonlik va 21-asr ko'nikmalarini rivojlantiradigan dinamik va inklyuziv o'quv muhitini yaratishi mumkin.

a) Ishtirok etish va interaktiv ta'lim

- Kahoot : Ushbu o'yin platformasidan jonli viktorinalar yoki formativ baholashlarni o'tkazish uchun foydalaning. Talabalar real vaqt rejimida raqobatlashadi, bu esa energiya va diqqatni oshiradi.
- Nearpod : so'rovlar, virtual sayohatlar, viktorinalar va hamkorlik taxtalarini o'z ichiga olgan interaktiv darslarni yarating.
- Flip (sobiq Flipgrid) : O'quvchilar takliflar yoki muhokama mavzulariga qisqa video javoblarni yozib olishlari mumkin - bu tengdoshlar bilan muloqot va fikr yuritish uchun juda mos keladi.

b) Kontentni yetkazib berish va farqlash

- YouTube va Edpuzzle : Yo'riqnoma davomida tushunishni tekshirish uchun o'rnatilgan savollarga ega videolarni ko'rsating. Edpuzzle sizga o'quvchilar videoni tomosha qilgan-qilmaganligini va ular qanday javob berganini kuzatish imkonini beradi.
- Google Slides with Pear Deck : Statik taqdimotlarni interfaol darslarga aylantiring, bunda o'quvchilar real vaqtda o'z qurilmalarida javob beradilar.
- Epic kabi ilovalarni o'qish! yoki Raz-Kids : O'quvchilar uchun mustaqil o'qish vaqti yoki savodxonlik markazlari uchun ideal bo'lgan o'qish imkoniyatlarini taklif eting.

c) Baholash va fikr-mulohaza

- Google Shakllar : Tez viktorinalar yoki chiqish chiptalari avtomatik baholanadi, bu sizga ham, o'quvchilaringizga ham darhol fikr bildiradi.
- Quizizz yoki Socrative : Shakllantiruvchi baholash uchun tezkor fikr-mulohazalar va hisobotlar bilan o'z-o'zidan o'tkaziladigan viktorinalar uchun vositalar.
- Formativ : o'qituvchilarga o'quvchilarning javoblarini jonli ko'rish va tezkor fikr bildirish imkonini beradi.

d) Muloqot va hamkorlik

- Google Classroom yoki Microsoft Teams : Resurslar, e'lonlar, topshiriqlar almashish va o'quvchilar ishini yig'ish uchun markaziy markazlar.
- Padlet : o'quvchilar g'oyalar, javoblar yoki loyihalarni joylashtirishlari mumkin bo'lgan virtual doska. Aqliy hujum va hamkorlikda ishlash uchun juda yaxshi.
- Jamboard : Kichik guruhlarda hamkorlikda ishlash uchun raqamli doska.

e) Tashkilot va mahsuldorlik

- ClassDojo : Sinfni boshqarish vositasi o'qituvchilarga xatti-harakatlarini kuzatish, ota-onalar bilan yangiliklarni baham ko'rish va ijobiy harakatlarni taqdirlash imkonini beradi.
- Trello yoki Google Keep : O'quvchilarga (ayniqsa katta yoshdagilarga) vazifalarni tartibga solishda, loyihalarni rejalashtirishda yoki raqamli vazifalar ro'yxatini saqlashda yordam bering.
- Ta'lim uchun Canva : Shablonlar va grafik dizayn vositalari bilan plakatlar, infografikalar yoki o'quvchilar loyihalarini yaratish uchun.

13. Moslashuvchan o'rindiqlar tizimi

Moslashuvchan o'rindiqlar tizimi - bu o'quvchilarga jismoniy ta'lim muhiti ustidan avtonomiya berish orqali sinfni boshqarishda o'quvchilarga qaratilgan yondashuv. Turli xil o'tiradigan joylarni taklif qilish orqali o'qituvchilar o'quvchilar o'zlarini qulayroq his qiladigan, diqqatni jamlagan va o'z ishlarida qatnashish uchun rag'batlantiruvchi joy yaratishlari mumkin. An'anaviy stol qatorlariga rioya qilish o'rniga, moslashuvchan o'rindiqlar tik turgan stollar, loviya qoplari, tebranish kursilari, pol yostiqlari, tizza stollari va sozlanishi stollar kabi bir qator variantlarni o'z ichiga oladi. Bu tanlovlar o'quvchilarga o'z ta'lim imtiyozlari, hissiy holati yoki topshirilayotgan vazifaning tabiati asosida joy tanlash imkonini beradi. Misol uchun, tengdoshlari bilan hamkorlik qilishi kerak bo'lgan o'quvchi guruhda o'tiradigan stolni tanlashi mumkin, diqqatini jamlash uchun tinch vaqt kerak bo'lgan boshqasi esa pol yostig'i va qisqich taxtasi bilan burchakka o'tishi mumkin. Makondan bunday dinamik foydalanish o'quvchilarda mustaqillik, mas'uliyat va o'z-o'zini anglashni rag'batlantiradi. Moslashuvchan o'rindiqlarning afzalliklari qulaylikdan tashqarida. Tadqiqot va sinf tajribasi shuni ko'rsatadiki, bu yondashuv:

- O'quvchilarning diqqatini jamlash va faolligini oshirish.

- Harakat va tanlovga ruxsat berish orqali xulq-atvor muammolarini kamaytiring.
- Turli xil ta'lim uslublari va jismoniy ehtiyojlarni qo'llab-quvvatlang.
- Sinfda yanada inklyuziv va adolatli muhitni yarating.

O'qituvchilar sifatida, moslashuvchan o'rindiqlarni amalga oshirish o'qitishni nafaqat mazmun va jarayon orqali, balki atrof-muhit orqali ham farqlash imkoniyatidir. Sinf xonasidan qanday foydalanishni qayta ko'rib chiqish orqali biz o'quvchilarimizning yaxlit ehtiyojlarini yaxshiroq qondirishimiz va umumiy ta'lim tajribasini yaxshilashimiz mumkin.

Moslashuvchan o'tirish variantlari turlari va ularning maqsadi

a) Stollar

Foydalanish : Tik turganda diqqatni jamlaydigan yoki ko'proq harakatga muhtoj bo'lgan o'quvchilar uchun.

Foyda : energiya darajasi yuqori bo'lgan yoki diqqatni jalb qilishda qiyinchiliklarga duch kelgan o'quvchilarga mashg'ul bo'lishga yordam beradi.

b) Loviya sumkasi stullari

Foydalanish : O'qish yoki mustaqil ish uchun ideal.

Foyda : bezovtalikni kamaytiradigan va xotirjamlikni ta'minlaydigan qulaylik va qulay joyni taklif qiladi.

c) Taburetlar yoki tebranishli stullar

Foydalanish : Kichik guruh muhokamalari yoki yozish markazlari uchun juda yaxshi.

Foyda : o'quvchilarni o'tirgan holda ushlab turganda nozik harakatni rag'batlantiradi (ayniqsa kinestetik o'quvchilar uchun yaxshi).

d) Zamin uchun yostiqlar yoki gilamlar

Foydalanish : o'qish, hamkorlikda ishlash yoki planshetlar bilan texnik vaqt uchun qulay variant.

Foyda : Oyoqqa cho'zilgan yoki o'tirishni yaxshi ko'radigan o'quvchilarni qo'llab-quvvatlaydi.

e) Yoga to'plari (barqarorlik to'plari)

Foydalanish : O'tirgan holda harakat qilishdan foyda ko'radigan o'quvchilar uchun.

Foyda : Asosiy kuchni yaxshilaydi va diqqatni jamlashga yordam beradi, ayniqsa hissiy ehtiyojlari bo'lgan o'quvchilar uchun.

f) O'rindiqli past stollar

Foydalanish : Guruh bilan hamkorlik yoki san'at va jurnal kabi ijodiy ish.

Foyda : asosli, bo'shashgan tuyg'uni taklif qiladi - ayniqsa yosh o'quvchilar uchun jozibali.

g) Kafe uslubidagi stollar yoki stollar

Foydalanish : Mustaqil yoki guruhli ish uchun moslashuvchan.

Foyda : Haqiqiy muhitni taqlid qilib, o'rganish tajribasiga haqiqiylikni qo'shadi.

h) Deraza o'rindig'i yoki sokin burchak

Foydalanish : O'z-o'zini tartibga solish yoki tanaffus qilish kerak bo'lgan o'quvchilar uchun.

Foyda : Sinfdan chiqmasdan zaryadlash uchun past stimulyatsiya, tinchlantiruvchi hududni ta'minlaydi.

14. Sinfdan hayajonni kuchaytirish

Sinfdan dinamik va rag'batlantiruvchi muhit yaratish o'quvchilarning faolligi va motivatsiyasini oshirish uchun juda muhimdir. O'quvchilar o'rganayotgan narsalaridan hayajonlanganlarida, ular faol ishtirok etishlari, ma'lumotlarni saqlab qolishlari va mavzuga doimiy qiziqishlarini rivojlantirishlari mumkin. Ushbu hayajonni rivojlantirish uchun o'qituvchilar yuqori energiyali o'qitish strategiyalari va interfaol elementlarni o'z darslariga kiritishlari mumkin. Bunga o'quv o'yinlarini kiritish, jonli va dolzarb bo'lgan darslarni loyihalash yoki asosiy tushunchalarni mazmunli tarzda tasvirlash uchun real misollardan foydalanish kiradi.

Samarali yondashuvlardan biri bu har bir darsni qiziqarli namoyish yoki o'ylantiruvchi savol bilan boshlashdir. Raqamli viktorinalar, multimedia taqdimotlari yoki virtual simulyatsiyalar kabi interfaol texnologiyalarni o'z ichiga olish ham mavhum mavzularni yanada aniqroq va o'zaro bog'liq qilish orqali o'quvchilarning faolligini oshirishi mumkin. Sinfdagi hayajon shunchaki o'yin-kulgi emas, balki qiziqish uyg'onadigan va o'quvchilar o'z bilimlariga egalik qilish imkoniyatini his qiladigan muhitni yaratishdir. Talabalar hissiy va aqliy jihatdan faol bo'lsa, ular qiyinchiliklarni engib o'tishlari, tengdoshlari bilan hamkorlik qilishlari va akademik muvaffaqiyatga intilishlari mumkin. O'qituvchilar sifatida bizning vazifamiz doimiy ravishda innovatsion usullarni o'rganish, o'quvchilarning qiziqishlariga moslashish va ijobiy, baquvvat sinf madaniyatini rivojlantirish orqali ushbu hayajonga yordam berishdir. Sinfdan o'quvchilarni hayajonlantirish uchun ba'zi misollar quyidagilarni o'z ichiga olishi mumkin:

a) Interfaol va o'yinga asoslangan ta'lim

- O'yinlarni ko'rib chiqish : Kontentni raqobatbardosh va qiziqarli formatda ko'rib chiqish uchun Kahoot!, Quizizz yoki Jeopardy uslubidagi o'yinlar kabi vositalardan foydalaning.
- Qochish xonasidagi harakatlar : o'quvchilar dars mazmuniga bog'liq bo'lgan keyingi maslahatni "qulfini ochish" uchun jumboqlarni yechishlari mumkin bo'lgan muammolarni yarating.
- Classroom Bingo : Bingo o'yinini asosiy lug'at yoki blokda tushunchalar bilan moslashtiring.

b) Qiziqarli namoyishlar va amaliy mashg'ulotlar

- Ilmiy tajribalar : Kimyoviy reaksiya yoki fizika nayrangi kabi vay faktorli demo bilan fan darsini boshlang.
- San'at integratsiyasi : O'quvchilarga tushunchalarning vizual tasvirlarini yaratishga imkon bering (masalan, tarixiy voqeani tushuntirish uchun komikslar).
- Manipulyatsiyalar : Taktil tadqiq qilish uchun jismoniy vositalardan (masalan, kasr plitalari, harf bloklari yoki modellar) foydalaning.

c) Texnologiyalar integratsiyasi

- Virtual dala sayohatlari : Google Arts & Culture kabi platformalar yordamida o'quvchilarni muzey yoki tarixiy saytga virtual sayohatga olib boring.
- Kengaytirilgan reallik (AR) : 3D organlar bilan anatomiya darslarini birlashtirish kabi jismoniy dunyoda raqamli kontentni qoplaydigan ilovalardan foydalaning.
- O'quvchilar tomonidan yaratilgan kontent : O'quvchilarga tushunchani o'z so'zlari bilan tushuntirish uchun qisqa videolar, podkastlar yoki raqamli plakatlar yaratishga imkon bering.

d) Ijodiy va rolga asoslangan ta'lim

- Rolli o'yin/munozara : O'quvchilarga tarix yoki adabiyot bo'yicha rollarni tayinlang va ularni bahslashiring yoki stsenariylarni takrorlang.
- Simulyatsiya o'yinlari : mavzu bo'yicha sinfni soxta sud zaliga, hukumatga yoki bozorga aylantiring.
- Issiq o'rindiqlik faoliyati : o'quvchi "issiq o'rindiqlik" ni tarixiy yoki xayoliy qahramon sifatida egallaydi, sinfdoshlari savollar berishadi.

e) Qiziqishga asoslangan usullar

- Sirli qutilar : Darsni qutidagi ob'ektni ko'rsatish orqali boshlang va o'quvchilarga uning mavzu bilan qanday bog'lanishini taxmin qilishlariga imkon bering.
- Ajoyib devorlar : Yangi mavzuni tanishtirishdan oldin o'quvchilar o'zlarini qiziqitirgan savollarni joylashtiradigan joy yarating.
- O'quvchilar tanlovi taxtasi : O'quvchilarga tushunchalarini qanday namoyish qilishlari uchun variantlarni bering (masalan, qo'shiq yozish, model yaratish, slayd-shou qilish).

15. Jamoaviy jazodan qochish

O'qituvchilar sifatida bizning asosiy vazifalarimizdan biri har bir o'quvchi o'zini qadrligi, hurmatli va o'rganishga undaydigan muhitni yaratishdir. Buzg'unchi xatti-harakatlar yuzaga kelganda, uni jamoaviy jazolash orqali hal qilish vasvasasi bo'lishi mumkin, ayniqsa noto'g'ri o'quvchilar ozchilikda bo'lsa. Biroq, bu yondashuvga murojaat qilish ko'pincha yaxshilikdan ko'ra ko'proq zarar keltiradi. Bir necha kishining xatti-harakatlari uchun butun sinfni jazolash nafaqat qoidalarga rioya qilganlarga nisbatan adolatsizlik bo'libgina qolmay, balki sinfdagi ma'naviyat va o'quvchilarning faolligiga uzoq muddatli salbiy ta'sir ko'rsatishi mumkin.

Jamoaviy jazo muammosi

Kollektiv jazo o'qituvchi bir necha kishining harakatlari uchun butun guruhni jazolaganida sodir bo'ladi. Bu usul ko'plab shakllarda namoyon bo'lishi mumkin - masalan, butun sinfga qo'shimcha uy vazifasini berish, maktabdan keyin hammani ushlab turish yoki butun guruh uchun imtiyozlarni kamaytirish. Bu xatti-harakatni hal qilishning samarali usuli kabi ko'rinishi mumkin bo'lsa-da, u osongina teskari ta'sir ko'rsatishi mumkin. Mana nima uchun:

- Mas'uliyatli o'quvchilarga nisbatan adolatsizlik : Qoidalariga rioya qilgan o'quvchilar o'zini noto'g'ri tutganlar bilan bir qatorda jazolansa, bu umidsizlik va norozilikni keltirib chiqarishi mumkin. Muvofiq bo'lgan o'quvchilar, ularning to'g'ri ish qilish uchun qilgan sa'y-harakatlari qadrlanmagan deb o'ylab, ruhiy tushkunliklarini his qilishlari mumkin. Bu o'qituvchi va o'quvchilar, shuningdek, tengdoshlar o'rtasidagi ishonchni yo'qotishi mumkin.
- Motivatsiya va faollikning pasayishi : Doimiy ravishda yaxshi xulq-atvorni ko'rsatadigan o'quvchilar uchun jamoaviy jazo motivatsiyaning pasayishiga olib kelishi mumkin. Ularning harakatlariga qaramay jazolanganda, ular tizimning adolatligiga shubha qila boshlaydilar va o'quv jarayonida to'liq ishtirok etish istagini yo'qotishlari mumkin.
- Maqsadli aralashuv uchun o'tkazib yuborilgan imkoniyat : Kollektiv jazo noto'g'ri xatti-harakatlarning asosiy sababini hal qilmaydi. Hammani jazolash orqali biz yo'l-yo'riq, qo'llab-quvvatlash va tuzatishga muhtoj bo'lgan o'quvchilar bilan bevosita ishlash imkoniyatini qo'ldan boy beramiz. Bu shaxsiy kurash, akademik qiyinchiliklar yoki ijtimoiy muammolar bilan bog'liq bo'lgan muayyan muammolarni aniqlash va ularni yanada individual tarzda hal qilish uchun muhim vaqt.

Maqsadli intizomning afzalliklari

Kollektiv jazoni qo'llashdan ko'ra, xatti-harakatlar bilan bog'liq muammolarni alohida-alohida hal qilish ancha samaralidir. Muayyan o'quvchilarga e'tibor qaratish yaxshi natijalarga olib kelishi mumkin:

- Shaxsiy javobgarlik : faqat noto'g'ri xatti-harakat qilgan o'quvchilar o'z xatti-harakatlari uchun javobgar bo'lganda, bu ularning xatti-harakatlari oqibatlari borligi haqida aniq xabar yuboradi. Bu ularni o'z harakatlari haqida o'ylashga va boshqalarga ta'siri uchun javobgarlikni olishga undaydi. Ushbu yondashuv ularning xatti-harakatlariga nisbatan egalik tuyg'usini kuchaytiradi, bu esa xatti-harakatlarning tezroq va uzoq davom etishiga olib keladi.
- Ijobiy ta'lim muhitini yaratish : noto'g'ri xatti-harakatlar to'g'ridan-to'g'ri jalb qilingan o'quvchilar bilan muhokama qilinganida, sinfning qolgan qismi adolatsiz jazolanmaydi. Bu ijobiy va qo'llab-quvvatlovchi sinf madaniyatini saqlab qolishga yordam beradi, bunda o'quvchilar o'zlarini xavfsiz his qiladilar va boshqalarning xatti-harakatlari uchun jamoaviy jazolanganligini his qilishdan chalg'imasdan o'qishga e'tibor qaratadilar.

- O'zaro munosabatlarni o'rnatish va qo'llab-quvvatlashni taklif qilish : Muayyan o'quvchilarni maqsad qilib qo'yish o'qituvchilarga qiyinchilikka duchor bo'lganlar bilan mustahkam munosabatlarni rivojlantirish imkonini beradi. O'quvchi nima uchun noto'g'ri harakat qilayotganini tushunish uchun vaqt ajratib, o'qituvchilar maslahat, akademik yordam yoki o'qitish strategiyasini o'zgartirish orqali kerakli yordamni taqdim etishlari mumkin. Ushbu individual e'tibor xatti-harakatlarning yanada samarali o'zgarishiga va natijada akademik muvaffaqiyatga olib kelishi mumkin.

Samarali intizom uchun amaliy strategiyalar

- Ijobiy mustahkamlashdan foydalaning : faqat jazo choralariga e'tibor qaratish o'rniga, sinfdagi ijobiy xatti-harakatlarni ta'kidlash va mukofotlashga harakat qiling. Maqtov yoki imtiyozlar orqali yaxshi xulq-atvorni mustahkamlash o'quvchilarni ijobiy tanlov qilishda davom etishga undashi mumkin.
- Noto'g'ri xatti-harakatni erta hal qiling : buzilish holatlariga erta aralashish xatti-harakatlarning kuchayishini oldini oladi. Talabalar noto'g'ri xatti-harakatlarga tezda va to'g'ri munosabatda bo'lishlarini ko'rganlarida, bu ularni harakat qilishni davom ettirishdan qaytaradi.
- Qayta tiklash amaliyotlarini amalga oshirish : Qayta tiklovchi adolat amaliyotlari o'quvchilarga o'z harakatlarining boshqalarga ta'sirini tushunishga va etkazilgan har qanday zararni tuzatishga imkon beradi. Ushbu amaliyotlar faqat jazolashdan ko'ra tuzatishlar kiritishga qaratilgan va ular hamdardlik va mas'uliyatni rag'batlantiradi.
- Ota-onalar va vasiylarni jalb qiling : O'quvchilar xatti-harakatlari bilan kurashishda davom etganda, ularning oilalarini jalb qilish muammoni hal qilishda yanada kengroq yondashuvga olib kelishi mumkin. Ota-onalar o'quvchining uydagi xatti-harakatlari haqida ma'lumot berishlari mumkin va o'qituvchilar va ota-onalar birgalikda o'quvchining muvaffaqiyatini qo'llab-quvvatlovchi strategiyani ishlab chiqishlari mumkin.

a) Noto'g'ri xatti-harakatlarga individual yondashish

Bir yoki bir nechta o'quvchilarning xatti-harakatlari uchun butun sinf uchun oqibatlariga olib kelmaslik o'rniga, bevosita ishtirok etgan o'quvchilarni (lar)ni nishonga oling.

- Misol: Agar o'quvchi dars davomida qayta-qayta gaplashsa, butun sinfga qo'shimcha jim o'qish vaqtini berish o'rniga, o'qituvchi muammoni hal qilish uchun darsdan keyin o'quvchi bilan alohida gaplashadi. Keyin o'quvchi qoidalariga rioya qilgan tengdoshlariga ta'sir qilmasdan o'z xatti-harakatlari haqida fikr yuritishi mumkin.

b) Talaba(lar) bilan shaxsiy suhbatlar

o'quvchini butun sinf oldida chaqirish o'rniga , vaziyatni tushunish va xatti-harakatlarining oqibatlarini tushuntirish uchun o'quvchi bilan alohida gapiring.

- Misol: Agar o'quvchi tartibni buzsa yoki ko'rsatmalarga rioya qilmasa, o'qituvchi dars paytida yoki darsdan keyin jimgina ularga yaqinlashib, nima bo'layotganini so'rashi mumkin. Keyin o'qituvchi noto'g'ri xatti-harakatni alohida muhokama qilishi mumkin, bu esa o'quvchiga hurmatni his qilishiga imkon beradi va boshqa o'quvchilar orasida xijolat yoki norozilikni keltirib chiqarmaydi.

c) Dars davomida qayta yo'naltirish

Agar o'quvchi butun sinfni jazolashdan ko'ra, xalaqit berayotgan bo'lsa, o'quvchining xatti-harakatini real vaqtda yo'naltiring yoki sovib turishi uchun xonani vaqtincha tark etishini so'rang.

- Misol: Guruh ishi davomida, agar bitta o'quvchi o'z hissasini qo'shmasa va chalg'itmasa, o'qituvchi ularga individual yondashishi, diqqatini qaratish uchun topshiriq yoki savol berishi yoki hatto bir necha daqiqa davomida o'zi tinchgina ishlashni so'rashi mumkin. Bu butun guruhni jazolashdan qochadi.

d) Muayyan o'quvchilar uchun tanaffus yoki taym-autlardan foydalanish

Hammani o'tirishga majburlash yoki rejalashtirilgan mashg'ulotni o'tkazib yuborish orqali butun sinfni buzish o'rniga, noto'g'ri harakat qilayotgan muayyan o'quvchi(lar) uchun tanaffuslar yoki taym-autilarni taqdim eting.

- Misol: Agar o'quvchi diqqatini jamlashda qiynalayotgan bo'lsa, unga belgilangan sokin joyda qisqa tanaffus berilishi yoki o'zini tiklash uchun bir necha daqiqa vaqt talab qilinishi mumkin. Sinfning qolgan qismi o'z ishini davom ettirishi mumkin, o'quvchi esa tinchlangandan keyin guruhga qaytishi mumkin.

e) Yaxshi xulq-atvor uchun ijobiy mustahkamlash

Bir yoki ikkita o'quvchining harakati uchun butun sinfni jazolashga e'tibor berish o'rniga, ko'pchilik o'quvchilarning yaxshi xulq-atvorini ta'kidlang va mukofotlang.

- Misol: Agar sinfning aksariyat qismi o'zini yaxshi tutsa, o'qituvchi ularga qo'shimcha ball, maqtov yoki kichik mukofotlar berishi mumkin, masalan, bo'sh vaqt yoki qiziqarli mashg'ulot. Bu bir nechta noto'g'ri xatti-harakatlari uchun hammani jazolamasdan ijobiy xulq-atvorni kuchaytiradi.

f) Guruhga asoslangan javobgarlik, lekin individual javobgarlik bilan birgalikda

Guruh ishi yoki sinf miqyosidagi umidlar mavjud bo'lgan vaziyatlarda faqat muammolarni keltirib chiqargan shaxslar javobgarlikka tortilishini aniq ayting.

- Misol: Agar bir o'quvchi ishtirok etmayotgani yoki boshqalarni chalg'itmagan uchun guruh loyihasi buzilgan bo'lsa, o'qituvchi o'quvchi bilan yakkama-yakka suhbat qurishi va guruhning qolgan a'zolariga ishlashni davom ettirishiga ruxsat berishi mumkin. Keyin o'qituvchi butun guruhning muvaffaqiyatini jazolamasdan yoki ularning imtiyozlaridan mahrum qilmasdan, o'quvchi bilan xatti-harakatini hal qilishi mumkin.

g) Qayta tiklash amaliyotlari va nizolarni hal qilish

Bezovtalikka sabab bo'lgan o'quvchilarni jamoaviy jazoga murojaat qilmasdan, o'z harakatlari va boshqalarga qanday ta'sir qilishlari haqida fikr yuritishga undash.

- Misol: Agar o'quvchi boshqa o'quvchiga nisbatan qo'pol yoki hurmatsizlik qilgan bo'lsa, o'qituvchi jazo berish o'rniga, tiklash to'garagi yoki nizolarni hal qilish sessiyasini o'tkazishi mumkin. Noto'g'ri o'quvchi kechirim so'rashi va o'z harakatlaridan saboq olishi mumkin, boshqa o'quvchilar esa voqeadan salbiy ta'sir ko'rsatmaydi.

h) Shaxsiy o'quvchilar uchun ota-onalar/vasiylar ishtiroki

Agar o'quvchining xatti-harakati qayta-qayta sinfni buzsa, butun sinfga ta'sir qilmasdan, ularning ota-onalari yoki vasiylarini birgalikda hal qilish uchun jalb qilishni o'ylab ko'ring.

- Misol: Agar o'quvchi doimiy ravishda kechiksa yoki noto'g'ri harakat qilsa, o'qituvchi ota-onasi bilan uchrashuv tashkil qilishi va uning xatti-harakatlarini muhokama qilishi va uni yaxshilash strategiyasi ustida ishlashi mumkin. Shunday qilib, muammo sinfdagi barcha odamlarga ta'sir qiladigan choralarni qo'llamasdan, to'g'ridan-to'g'ri o'quvchi va ularni qo'llab-quvvatlash tarmog'i bilan hal qilinadi.

Ushbu strategiyalarni amalga oshirish orqali o'qituvchilar xulq-atvorni boshqarish adolatli, o'ziga xos va samarali bo'lishini ta'minlashi mumkin, bu esa qo'llab-quvvatlashga muhtoj bo'lgan shaxslarga e'tibor qaratib, sinfning qolgan qismi uchun ijobiy muhitni saqlab turishi mumkin. Ushbu yondashuv o'quvchilarda mas'uliyat, adolat va mas'uliyat hissini rivojlantiradi. Xulosa qilib aytganda, jamoaviy jazodan qochish adolatli va rag'batlantiruvchi sinf muhitini yaratishga yordam beradi. Noto'g'ri xatti-harakatlarni aniq va ehtiyotkorlik bilan hal qilish orqali biz nafaqat kurashayotgan o'quvchilarga yordam beramiz, balki sinfning qolgan qismining ishonchi va ishtiyoqini saqlab qolamiz. Oxir oqibat, intizomga adolatli va izchil yondashuv shaxsiy mas'uliyatni rag'batlantiradi, sinf dinamikasini mustahkamlaydi va barcha o'quvchilarning akademik va ijtimoiy o'sishini qo'llab-quvvatlaydi.

16. Sinfda xulq-atvorni modellashtirish: namuna ko'rsatish

Xulq-atvorni modellashtirish o'qituvchilar uchun mavjud bo'lgan sinfni boshqarishning eng samarali strategiyalaridan biridir. Bu oddiy, ammo kuchli g'oyaga asoslanadi: o'quvchilar nafaqat ko'rsatma orqali, balki atrofidagi kattalarning xatti-harakatlari va munosabatlarini

kuzatish orqali ham o'rganadilar. O'qituvchi sifatida siz o'quvchilar, hamkasblar va hatto atrof-muhit bilan bo'lgan har bir muloqotingiz sinfingizda nimalar maqbul, qadrli va kutilayotganini bildiradi.

Nima uchun modellashtirish muhim

Bolalar va o'smirlar diqqat bilan kuzatuvchilardir. Ular ko'pincha kattalarda ko'rgan xatti-harakatlarini, ayniqsa, ular ishonadigan va hurmat qilganlarini aks ettiradi. Agar o'qituvchi doimiy ravishda ijobiy xulq-atvorni namoyish qilsa, o'quvchilar shunga o'xshash odatlarni qabul qilishlari mumkin. Bunga quyidagilar kiradi:

- Hurmat bilan gapiring va faol tinglang
- Mojarolarni xotirjam va konstruktiv tarzda hal qiling
- Ularning harakatlari uchun javobgarlikni o'z zimmangizga oling
- Boshqalarga hamdardlik va mehribonlikni namoyon eting
- Tartibda bo'ling va vazifalarni bajaring

Ushbu xatti-harakatlarni modellashtirish orqali o'qituvchilar o'zlari qurmoqchi bo'lgan sinf madaniyatining jonli namunasini taqdim etadilar - bu o'zaro hurmat, mas'uliyat va hamkorlikka asoslangan.

Ijobiy xulq-atvorni modellashtirishning amaliy usullari

1. Hurmat asosidagi muloqot
Talabalar bilan boshqalar bilan gaplashishlarini xohlagan tarzda gapiring . Muloyim tildan foydalaning, ko'z bilan aloqada bo'ling va to'xtatmasdan tinglang. Xulq-atvorini to'g'rilashda ham ularning his-tuyg'ularini va fikrlarini tan oling.
2. Mustahkamlik va halollik
Va'dalaringizni bajaring, sinf qoidalarini adolatli saqlang va ular sodir bo'lganda xatolarni tan oling. Halollik va mas'uliyatni namoyish qilish o'quvchilarga o'z harakatlariga qanday egalik qilishlarini ko'rsatadi.
3. Hissiyotni tartibga solish
o'quvchilarga his-tuyg'ularni, ayniqsa stressli yoki qiyin vaziyatlarda qanday boshqarishni ko'rsating . Xotirjamlikni saqlash, chuqur nafas olish yoki ko'ngilsizlikni konstruktiv tarzda ifodalash o'quvchilarni hissiy intellektga o'rgatadi.
4. Ijobiy ijtimoiy o'zaro ta'sirlar
Barcha o'quvchilarga mehribonlik va tenglik bilan munosabatda bo'ling. Hamkasblar bilan hurmat bilan hamkorlik qiling va muammolarni ehtiyotkorlik va professionallik bilan hal qiling. Bu xatti-harakatlar o'quvchilarning boshqalarga qanday munosabatda bo'lishi kerakligini belgilaydi.
5. Ishtirok etish va mas'uliyat
O'qitishga o'z vaqtida, tayyor va ishtiyoqli bo'ling. O'quvchilarga qiziquvchan, ochiq fikrli va o'sishga tayyor bo'lish orqali o'rganish butun umrlik sayohat ekanligini ko'rsating.

Sinfda xulq-atvorni modellashtirishga misollar

a) hurmatga asoslangan muloqot

- Siz shunday deysiz: "G'oyangizni baham ko'rganingiz uchun tashakkur - men sizning nuqtai nazaringizni qadrlayman."
- O'quvchilar nimani o'rganadilar: ular rozi bo'lmasa ham, hurmat bilan tinglash va mehr bilan javob berish.

b) Xatolarni tan olish

- Siz aytasiz: "Men bu matematik muammoda xato qildim - keling, uni birgalikda tuzatamiz."
- O'quvchilar nimani o'rganadilar: xato qilish mumkin emasligini va mas'uliyatni o'z zimmasiga olish muhimligini.

c) Faol tinglash

- Siz shunday qilasiz: qilayotgan ishingizni to'xtating, ko'z bilan aloqa qiling va o'quvchi gapirayotganda bosh iring'ating.
- O'quvchilar nimani o'rganadilar: diqqat bilan tinglash hurmat va g'amxo'rlik belgisidir.

d) Frustratsiyani boshqarish

- Siz shunday qilasiz: texnologiya ishlamayotganida chuqur nafas oling va muammolarni xotirjamlik bilan hal qiling.
- O'quvchilar nimani o'rganadilar: Nazoratni yo'qotmasdan yoki salbiy bo'lmasdan qiyinchiliklarni qanday hal qilish.

e) Inklyuziv tildan foydalanish

- Siz shunday deysiz: "Har kim o'z hissasini qo'shishi mumkin va bu sinfda barcha ovozlar muhim".
- O'quvchilar nimani o'rganadilar: hamma uchun xavfsiz va inklyuziv makon yaratish.

f) O'zingizdan keyin tozalash

- Siz shunday qilasiz: stulni itarib qo'ying, stolingizni tozalang va axlatni so'ramasdan yig'ing.
- O'quvchilar nimani o'rganadilar: umumiy joylar hamma tomonidan hurmat qilinishi va g'amxo'rlik qilishi kerak.

g) O'sish tafakkurini rag'batlantirish

- Siz aytasiz: "Men buni hali tushunmadim, lekin men harakat qilishni davom ettiraman - biz shunday o'rganamiz."
- O'quvchilar nimani o'rganadilar: Qat'iylik va chidamlilik qimmatli o'rganish odatlaridir.

h) Boshqalar bilan salomlashish

- Siz shunday qilasiz: o'quvchilarni eshik oldida tabassum va ism bilan kutib oling.
- O'quvchilar nimani o'rganadilar: do'stona va hurmatli hamjamiyatni qanday yaratish kerak.

i) Vaqtida tayyor bo'lish

- Siz shunday qilasiz: darsni o'z vaqtida boshlang va materiallarni tayyorlang.
- O'quvchilar nimani o'rganadilar: Mas'uliyat va vaqtni boshqarishning ahamiyati.

j) Tengdoshlarni qo'llab-quvvatlash

- Siz shunday qilasiz: yordami uchun hamkasbingiz yoki o'quvchingizga ochiq minnatdorchilik bildiring.
- O'quvchilar nimani o'rganadilar: boshqalarning hissalarini qadrlash, hamkorlik qilish va e'tirof etish.

Modellashtirishning Ripple effekti

O'qituvchilar o'zlari kutgan xatti-harakatlarni modellashtirganda, butun sinf foyda keltiradi. Bu xavfsiz va tuzilgan muhitni yaratadi, unda o'quvchilar o'zlarini ko'rishadi, qadrlanadi va qo'llaridan kelganini qilishga undaydilar. Vaqt o'tishi bilan bu quyidagilarga olib keladi:

- Xulq-atvor muammolari kamroq
- O'qituvchi va o'quvchining kuchli munosabatlari
- O'quvchilarning o'z-o'zini intizomini oshirish
- Yana ijobiy va inklyuziv sinf madaniyati

Yakuniy fikrlar

Xulq-atvorni modellashtirish mukammal bo'lish haqida emas; bu qasddan bo'lish haqida. Har kuni o'quvchilar nafaqat maktabda, balki hayotda ham rivojlanishi kerak bo'lgan qadriyatlar va ko'nikmalarni mustahkamlash uchun imkoniyatdir. Empatiya, halollik va izchillik bilan rahbarlik qilish orqali o'qituvchilar o'quvchilarga xuddi shunday qilish imkoniyatini beradi.

17. Sinfda o'quvchilar tashabbusini qo'llab-quvvatlash

O'quvchilarda tashabbusni rag'batlantirish yanada dinamik, o'quvchilarga yo'naltirilgan ta'lim muhitini rivojlantirish uchun kuchli strategiyadir. O'quvchilarga o'z ta'limlariga egalik qilish imkoniyati berilsa, ular nafaqat faolroq bo'lishadi, balki sinfdan tashqarida ham muhim hayotiy ko'nikmalarni rivojlantiradilar. O'qituvchilar sifatida biz o'quvchilarning ovozi qadrlanadigan va avtonomiya rag'batlantiriladigan sinf madaniyatini yaratish orqali tashabbusni rivojlantirishimiz mumkin. Bu o'quvchilarga quyidagilarga ruxsat berishni o'z ichiga olishi mumkin:

- **Guruh loyihalarini boshqaring** yoki hamkorlikdagi topshiriqlarda etakchi rollarni bajaring
- Topshiriqlar yoki sinf faoliyatiga **muqobil yondashuvlarni taklif qiling**
- Mustaqil tadqiqot yoki ehtirosli loyihalar orqali **shaxsiy manfaatlarni o'rganing**
- Sinf tartib-qoidolari, me'yorlar yoki hatto o'quv dasturlari mavzulari uchun **g'oyalarni o'z hissangizni qo'shing**

O'quvchilar o'z ta'limlari bo'yicha qaror qabul qilish huquqini his qilsalar, ular akademik tavakkal qilishlari, o'ylangan savollarni berishlari va ichki motivatsiya bilan o'rganishga intilishlari mumkin. Vaqt o'tishi bilan bu yanada chuqurroq ishtirok etishga, kuchli tanqidiy fikrlash qobiliyatiga va o'z ta'limini boshqarish qobiliyatiga ishonchini oshiradi.

Bundan tashqari, tashabbusni rag'batlantirish o'quvchilarni qat'iyatlilik, ijodkorlik va etakchilik qobiliyatlarini - oliy ta'limda ham, ishchi kuchida ham muvaffaqiyatga erishish uchun zarur bo'lgan fazilatlarni shakllantirishga yordam berish orqali haqiqiy dunyo muammolariga tayyorlaydi. O'qituvchilar sifatida biz ushbu fikrlashni modellashtirish va qo'llab-quvvatlashda asosiy rol o'ynaymiz. Tuzilish va yo'l-yo'riqlar bilan ta'minlash va o'quvchilarga etakchilik qilish imkoniyatini berish uchun orqaga qadam qo'yish orqali biz ularning g'oyalari muhimligini va ular o'zlarining ta'lim sayohatlarini shakllantirishga qodir ekanliklarini bildiramiz. Quyidagi misollar shuni ko'rsatadiki, tashabbus yosh guruhiga, mavzuga va o'qitish uslubiga qarab juda boshqacha ko'rinishi mumkin, ammo barcha holatlarda u o'quvchilarning g'oyalar, kuch va egalik bilan oldinga qadam tashlashini o'z ichiga oladi.

a) Akademik tashabbus

- Mustaqil tadqiqot loyihalari : O'quvchi o'zi qiziqqan mavzuni tanlaydi (masalan, koinotni o'rganish, ijtimoiy adolat yoki barqaror moda) va uni o'rganish uchun mini-loyiha taklif qiladi, garchi u asosiy o'quv dasturining bir qismi bo'lmasa ham.

- Muqobil topshiriqlar : Talaba an'anaviy insho o'rniga podkast yoki video orqali kontseptsyani taqdim etishni so'raydi, bu o'z ta'lim uslubi va mazmuniga egaligini ko'rsatadi.

b) Yetakchilik va hamkorlik

- Tengdoshlar bilan o'qitish : O'quvchi ixtiyoriy ravishda sinfdoshlariga qiyin kontseptsyani tushuntiradi yoki testdan oldin takrorlash sessiyasini olib boradi.
- Sinfdagi rollar : Talabalar guruh faoliyatini tashkil etish, materiallarni tarqatish yoki sinfdagi ishini taklif qilmasdan boshqarish uchun tashabbus ko'rsatadilar.

c) Ovoz va tanlov

- O'quv rejasiga kiritilgan ma'lumotlar : O'quvchilar joriy voqealar yoki o'zlarining qiziqishlari asosida kelgusi bo'limlar uchun mavzularni taklif qiladilar, keyinchalik ular dars rejalariga kiritiladi.
- Siyosat bo'yicha takliflar : O'quvchi guruh ishi (aylanuvchi rollar kabi) yoki sinfni boshqarish (o'quvchi boshchiligidagi nizolarni hal qilish jarayoni kabi) uchun yangi tizimni taklif qiladi.

d) Jamoa va shaxsiy o'sish

- Klub yoki kampaniyani boshlash : O'quvchi ehtiyojni sezadi (masalan, ruhiy salomatlik, qayta ishlash) va klub, mablag' yig'ish yoki xabardorlik kampaniyasi kabi tashabbusni boshlaydi.
- Fikr-mulohazalarni izlash : O'quvchi baho kutish o'rniga, o'z ishini yaxshilash uchun faol ravishda fikr-mulohazalarini so'raydi.

e) Ijodiy ifoda

- Sinf materiallarini loyihalash : O'quvchi sinf taqdimotini yaxshilash yoki boshqalarga mavzuni tushunishga yordam berish uchun vizual tasvirlar, slaydlar yoki interaktiv o'yinlar yaratadi.
- Ehtirosli loyihalar : Genius Hour yoki bo'sh vaqtlarda o'quvchi kitob yozish, ilovani kodlash yoki musiqa yozish kabi mustaqil ijodiy loyiha ustida ishlaydi.

18. Tengdoshlar o'rtasidagi o'qitish usulini dars jarayoniga joriy etish

Tengdoshlarni o'qitish - bu tushunish va faollikni oshirish uchun o'quvchilarning hamkorligidan foydalanadigan kuchli ta'lim strategiyasi. O'quvchilarga o'qituvchilik rollarini o'z zimmalariga olishlariga ruxsat berish orqali - repetitorlik, guruhdagi muammolarni hal qilish yoki sinfdagi etakchi muhokamalar orqali - o'qituvchilar bilimlar ijtimoiy o'zaro ta'sir orqali ham tuzilgan va mustahkamlanadigan dinamik o'quv muhitini yaratishi mumkin. Asosan, tengdoshlar bilan o'qitish o'quvchilarni o'z fikrlashlarini ifoda etishga undaydi, bu nafaqat o'z tushunchalarini chuqurlashtiradi, balki tengdoshlari uchun tushunchalarni

aniqlashtirishga yordam beradi. O'quvchilar fikrlarni o'z so'zlari bilan tushuntirganda, ular faol qayta ishlashga kirishadilar, bu esa eslab qolish va yuqori darajadagi fikrlashga yordam beradi. Ushbu usul Vygotskiyning ijtimoiy konstruktivistik nazariyasiga mos keladi, bu kognitiv rivojlanishda ijtimoiy o'zaro ta'sirning muhimligini ta'kidlaydi.

Amaliy sinf ilovalari:

- Ta'limdan keyingi juftlik bilan ishlash: Matematik protsedura yoki ilmiy printsiplari kabi yangi kontseptsiyani kiritgandan so'ng, o'quvchilarni birgalikda amaliyot masalalari bilan ishlash uchun juftlashtiring. Rollarni tayinlang, shunda bir o'quvchi qadamlarni tushuntiradi, ikkinchisi hal qiladi, keyin rollarni almashtiring.
- Guruhlarni o'qitish loyihalari: kichik guruhlariga sinfning qolgan qismiga mini-dars yoki kontseptsiyani ko'rib chiqishni o'rgatish vazifasini topshiring. Bu tadqiqot, tashkilotchilik va vizual yoki og'zaki taqdimot ko'nikmalaridan foydalanishni rag'batlantiradi.
- Tengdoshlarning repetitorligi: Tengdoshlar o'rtasida repetitorlik mashg'ulotlarini o'tkazing, unda kuchliroq o'quvchilar mustahkamlashga muhtoj sinfdoshlarini qo'llab-quvvatlaydi. Bu, ayniqsa, tabaqalashtirilgan o'qitishda yoki ko'rib chiqish haftalarida samarali bo'lishi mumkin.
- Birgalikda muammolarni hal qilish: so'rovga asoslangan yoki loyihaga asoslangan o'rganish doirasida tengdosh o'qitishdan foydalaning. O'quvchilar birgalikda murakkab muammolarni hal qilishda, ular tabiiy ravishda tushuntirish, so'rov qilish va fikrlarni asoslash bilan shug'ullanadilar.

O'quvchilar uchun imtiyozlar:

- Chuqurroq tushunish: Boshqalarni o'rgatish fikrining ravshanligini talab qiladi va o'quvchilarni murakkab g'oyalarni boshqariladigan qismlarga ajratishga majbur qiladi.
- Ishtirok etishning ortishi: O'quvchilar ko'pincha kamroq rasmiy, ko'proq o'zaro bog'liq kontekstda tengdoshlaridan o'rganishga ko'proq g'ayratli va ochiq.
- Yumshoq ko'nikmalarni rivojlantirish: Tengdoshlar bilan o'qitish muloqot, empatiya, etakchilik va jamoada ishlashni rivojlantiradi - akademik va hayotiy muvaffaqiyat uchun zarur bo'lgan ko'nikmalar.
- Ishonchni mustahkamlash: Ta'lim mas'uliyatiga ishonish o'quvchilarning o'rganishga bo'lgan ishonchini va egalik hissini oshirishi mumkin.

Amalga oshirish bo'yicha maslahatlar:

- Tengdoshlarning o'qitish rollari uchun aniq taxminlar va ko'rsatmalarni belgilang.
- O'quvchilarni tushuntirishlarida qo'llab-quvvatlash uchun jumlar yoki tuzilgan takliflarni taqdim eting.
- To'g'ri ishtirok etish va turli xil ta'lim tajribalarini ta'minlash uchun rollarni almashtiring.

- Kontent va hamkorlik qobiliyatlari haqida fikr yuritish uchun harakatlardan keyin xulosa qiling.

a) O'ylab ko'ring - juftlashing - baham ko'ring

Mavzu: Har qanday

sinf darajasi: Hammasi

Qanday ishlaydi:

Savol qo'ygandan so'ng, o'quvchilar avval mustaqil fikr yuritadilar, so'ngra o'z fikrlarini muhokama qilish uchun juftlashadilar. Nihoyat, juftliklar o'z fikrlarini sinf bilan baham ko'radilar. Bu o'quvchilarga o'z tushunchalarini tengdoshlariga tushuntirish orqali aniqlashtirish imkoniyatini beradi.

b) Tengdoshlarning repetitorligi

Mavzu: Matematika, o'qish, yozish

Baho darajasi: Yuqori boshlang'ich va undan yuqori.

Bu qanday ishlaydi: o'quvchilarni qobiliyatga qarab

juftlashtiring — yuqori natijalarga erishgan o'quvchini qo'llab-quvvatlashga muhtoj bo'lgan o'quvchi bilan moslashtirish yoki ikkala o'quvchi ham muqobil o'qitishda o'zaro ta'limdan foydalanish. Repetitor tushunchalarni tushuntiradi yoki tengdoshlariga muammolarni hal qilishda o'qituvchi yordam beradi.

c) Jigsaw faoliyati

Mavzu: Ijtimoiy fanlar, tabiatshunoslik, adabiyot

Daraja: 4 va undan yuqori sinflar

Ishlash tartibi:

Mavzuni bo'limlarga bo'lish. Har bir o'quvchi (yoki kichik guruh) bir tomondan

"mutaxassis" ga aylanadi. Keyin ular o'z bo'limlarini o'z guruhidagi boshqalarga o'rgatishadi.

Bu mas'uliyat va jamoada ishlashga yordam beradi.

Misol: Ekotizimlar bo'yicha fan bo'limida bir o'quvchi ishlab chiqaruvchilarni, boshqa iste'molchilarni, boshqa parchalanuvchilarni o'rganadi va keyin ular bir-birlarini o'rgatishadi.

d) O'quvchilar tomonidan yaratilgan sharh

Mavzu: Har qanday

sinf darajasi: O'rta va o'rta maktab

Bu qanday ishlaydi:

Viktorina yoki testdan oldin o'quvchilar guruhlariga bo'linib, takrorlash savollari yoki o'yinlarini (masalan, Kahoot, Jeopardy, fleshkalar) yaratish uchun ishlaydi. Keyin ular o'zlarining ko'rib chiqish materiallarini taqdim etadilar va sinfdoshlarini o'yinni o'ynashda yoki tarkibni ko'rib chiqishda boshqaradilar.

e) Do'stona o'qitish

Mavzu: O'qish/Til san'ati

Daraja: Kattaroq do'stlar bilan K-2 (4-5-sinf, shu jumladan o'rta sinflar)

Bu qanday ishlaydi:

Kattaroq o'quvchilar kichikroq o'quvchilar bilan birgalikda ovoz chiqarib o'qish uchun juftlanadi. Kattaroq o'quvchi ravonlikni modellashtiradi va qiyin so'zlar bilan yordam beradi, ikkalasi ham tarkibni muhokama qiladi. Bu ikkala yosh guruhiga ham foyda keltiradi - yosh o'quvchilar savodxonlik ko'nikmalarini yaxshilaydi va kattaroq o'quvchilar o'qitish orqali o'z malakalarini mustahkamlaydi.

f) Tengdoshlar tomonidan tahrirlash va fikr-mulohazalar

Mavzu: Yozish

darajasi: Boshlang'ichdan o'rta maktabgacha

U qanday ishlaydi:

O'quvchilar o'z yozuvlarining qoramalarini almashadilar va nazorat ro'yxatlari yoki rubrikalar yordamida tuzilgan fikr-mulohazalarini bildiradilar. Bu ularga yozishni tanqidiy baholash va o'zlarini yaxshilashga yordam beradi.

g) " Sinfda dars bermoq" taqdimotlari

Mavzu: Har qanday

sinf darajasi: 3 va undan yuqori sinflar

Bu qanday ishlaydi:

O'quvchilarga tadqiqot qilish va sinf uchun qisqa mini-dars tayyorlash uchun tushuncha bering . Ular tengdoshlarini jalb qilish uchun ko'rgazmali qo'llanmalar, slaydlar yoki tadbirlar yaratishlari mumkin. O'qituvchi tarkibning aniqligi va taqdimoti bo'yicha iskala va ko'rsatmalar beradi.

h) Matematik tushuntirishlar

Mavzu: Matematika

Daraja darajasi: Har qanday

U qanday ishlaydi:

Muammoni yechgandan so'ng, o'quvchilardan sherik yoki kichik guruhga uni *qanday* va *nima uchun* shunday hal qilganliklarini tushuntirishlarini so'rang. Shuningdek, siz ularga o'z tushuntirishlarini yozishi yoki yozib olishi va "o'quvchilar uchun yechimlar paneli" yoki video galereya yaratishingiz mumkin.

Tengdoshlar bilan o'qitishni o'quv qurolingizga kiritish orqali siz hamkorlik, tanqidiy fikrlash va o'zaro hurmatga asoslangan sinf madaniyatini rivojlantirishingiz mumkin. U o'quvchilarni passiv ma'lumot oluvchilardan faol ishtirokchilar va bilimlarning birgalikda yaratuvchilariga aylantiradi.

19. Sinfdagi faoliyatlar o'rtasidagi samarali o'tish jarayonlari

O'qituvchilar sifatida, samarali sinf muhitini saqlashning asosiy jihatlaridan biri bu o'tishlarni samarali boshqarishdir. Mashg'ulotlar o'rtasida silliq o'tishlar o'quvchilarning faolligini ta'minlash, buzilishlarni minimallashtirish va darsning umumiy oqimining uzluksizligini ta'minlash uchun juda muhimdir. Noto'g'ri o'tish vaqtni behuda sarflashga, xulq-atvor muammolarini ko'paytirishga va diqqatni yo'qotishga olib kelishi mumkin, bu esa oxir-oqibat o'rganish tajribasini buzadi. Samarali o'tishlar ehtiyotkorlik bilan rejalashtirish bilan boshlanadi. O'qituvchi sifatida o'quvchilar faoliyatlar o'rtasida qanday o'tishlari haqida aniq tizimga ega bo'lish muhimdir. Bu vazifadagi har bir o'zgarish uchun aniq taxminlar va aniq ko'rsatmalar berishni o'z ichiga oladi. Masalan, oddiygina "Davom etaylik" deyishdan ko'ra, o'quvchilarga qanday qadamlar qo'yish kerakligini tushuntirish foydali bo'ladi, masalan, "Iltimos, daftarlaringizni yoping va ularni belgilangan joyga qo'ying. Keyin keyingi stansiya sekin yuring". O'quvchilarga batafsil ko'rsatmalar berish orqali siz ular minimal yo'l-yo'riq bilan amal qilishi mumkin bo'lgan oldindan aytib bo'ladigan tartibni yaratasiz. Bundan tashqari, o'quvchilarga o'tishdan oldin "ko'rsatma" berish ularning qanchalik silliq o'tishini sezilarli darajada o'zgartirishi mumkin. O'quvchilar faoliyatning tugashini oldindan bilishsa, ular o'zlarini siljishga ruhan tayyorlashlari mumkin. Masalan, 2 daqiqalik ogohlantirish yoki doskadagi ortga hisoblash yakunlash vaqti kelganligini ko'rsatishi mumkin, bu esa so'nggi daqiqada chayqalish yoki uzilishlar ehtimolini kamaytiradi. Bu, shuningdek, o'quvchilarga yuqori samaradorlik bilan o'tishga imkon beradi, chunki ular o'zgarishlarni allaqachon kutmoqdalar. Vizual yoki eshitish signallari o'tishlarni boshqarish uchun kuchli vositadir. Bu signallar o'zgarish sodir bo'layotganini bildiruvchi qo'ng'iroq, jiringlash yoki taxtadagi vizual signal kabi oddiy bo'lishi mumkin. Yosh o'quvchilar yoki eshitish signallari bilan qiynalayotganlar uchun vizual eslatmalar (masalan, rangli kodli jadval yoki turli xil faoliyatni ifodalovchi piktogrammalar) juda foydali bo'lishi mumkin. Bu signallar nafaqat tuzilmani ta'minlabgina qolmay, balki o'quvchilar ishonishi mumkin bo'lgan tartib tuyg'usini ham yaratadi, bu esa o'tishlarni oldindan aytib bo'ladigan va hamma uchun kamroq stressli qiladi. Ko'rib chiqilishi kerak bo'lgan yana bir muhim jihat - bu o'tish tezligi. O'tishlar tezlikni saqlab qolish uchun muhim bo'lsa-da, ular tez va samarali bo'lishi kerak. O'quvchilar qaerga borishni, nima qilish kerakligini va buni qanday qilishni uzoq vaqt va chalg'itmasdan aniq bilishlari kerak. O'z vaqtida o'tish o'quvchilarga diqqatlarini topshirilgan vazifaga qaratishga imkon beradi va to'xtab qolish vaqtini qisqartiradi, aks holda topshiriqdan tashqari xatti-harakatlarga olib kelishi mumkin. O'qituvchilar sinfda bir faoliyatdan ikkinchisiga muammosiz o'tish uchun foydalanishi mumkin bo'lgan samarali o'tishlarning bir nechta misollari:

a) Vizual ortga hisoblash yoki taymer

Misol:

- O'qituvchi doskadagi ortga hisoblash taymeridan foydalanib, bir mashg'ulotning tugashi va boshqasining boshlanishi haqida signal beradi. Masalan, o'qituvchi: "Sizda ishni tugatishga 2 daqiqa qoldi. Taymer nolga tegsa, biz guruh muhokamasiga o'tamiz" deb aytishi mumkin.
- Bu nima uchun ishlaydi: o'quvchilarga smenaga tayyorgarlik ko'rish uchun vizual ko'rsatma beriladi va taymer ularga qolgan vaqtni aniq his qiladi, bu esa o'tishni bashorat qilish mumkin bo'ladi va vaqtlarini boshqarishga yordam beradi.

b) "Menga beshta bering" signali

Misol:

- Keyingi mashg'ulotga o'tish vaqi kelganida, o'qituvchi "Menga beshtasini bering" qo'li signalidan foydalanadi (qo'llarini ko'tarib, besh barmog'ini ko'rsatadi). Bu o'quvchilarga ular qilayotgan ishini to'xtatishlari, o'qituvchiga e'tibor berishlari va keyingi bosqichga tayyor bo'lishlari kerakligini anglatadi.
- Bu nima uchun ishlaydi: Bu tezkor va izchil imo-ishora o'quvchilarning e'tiborini tortadi va ularga ovozini ko'tarmasdan yoki uzoq ko'rsatmalar bermasdan diqqatni o'zgartirish vaqi kelganini bilishga yordam beradi.

c) Ritmik qarsak chalish yoki qo'shiq aytish

Misol:

- O'qituvchi ma'lum bir naqsh yoki ritmda qarsak chaladi, o'quvchilar esa xuddi shu ritmda chapak chalishga o'rgatiladi. Bundan bir faoliyatdan ikkinchisiga o'tishda (masalan, mustaqil ishdan guruh ishiga o'tishda) foydalanish mumkin.
- Bu nima uchun ishlaydi: U o'quvchilarning e'tiborini tortadi va qachon to'xtash va o'tish vaqi kelganligi haqida aniq, qiziqarli ishora yaratadi. Ritmik naqsh o'quvchilarga tezda javob berishga yordam beradi, ayniqsa ular hali ham o'z vazifalarini bajarayotgan bo'lsa.

d) O'tish jarayonidagi qo'shiqlar

Misol:

- O'qituvchi qisqa qo'shiq yoki qo'ng'iroq chaladi (masalan, qo'ng'iroq yoki taymerdagi ovoz) bir mashg'ulotni yakunlash va boshqasini boshlash vaqi kelganini bildiradi. Bu o'quvchilarga matematika darsini boshlash vaqi kelganini bildirish uchun o'qish sessiyasi oxirida yangragan 30 soniyali qo'shiq bo'lishi mumkin.
- Bu nima uchun ishlaydi: Musiqa va tovushlar o'quvchilarni o'tishga yumshoq tarzda yo'naltiradigan universal signallardir. Ular, shuningdek, smenadan oldin har qanday potentsial bezovtalikni tinchlantirishga yordam beradigan yoqimli eshitish signalini taklif qilishadi.

e) Vizual jadvallar va jadvallar

Misol:

- O'qituvchi devorga osib qo'yilgan vizual jadvaldan foydalanadi, unda har bir faoliyat belgi yoki rasm bilan ko'rsatiladi. O'quvchilar bir faoliyatdan ikkinchisiga o'tayotganda o'qituvchi keyingi rejalashtirilgan faoliyatni ko'rsatishi yoki o'quvchilarning o'zlari buni belgilashlari mumkin.
- Bu nima uchun ishlaydi: Bu o'quvchilarga kun tartibi haqida vizual ma'lumot beradi va ularga bashorat qilish hissini beradi. Bu o'quvchilarga, ayniqsa, yosh bolalarga keyingi vazifani aniq bilishga va keyingi vazifaga tayyorlanishga yordam beradi.

f) Og'zaki ishoralar yoki ogohlantirishlar

Misol:

- O'tishdan taxminan 5 daqiqa oldin o'qituvchi og'zaki eslatma beradi: "5 daqiqadan so'ng biz tozalab, keyingi faoliyatimizni boshlaymiz, shuning uchun vazifangizni bajarishingizga ishonch hosil qiling." Keyin, mashg'ulot tugashi yaqinlashganda, o'qituvchi o'quvchilarni yakunlashiga yordam berish uchun 1 daqiqalik ogohlantirish beradi.
- Bu nima uchun ishlaydi: O'quvchilarga o'tishdan oldin e'tibor berish ularga o'zgarishlarga aqliy tayyorgarlik ko'rishga yordam beradi. Ular qilayotgan ishini tugatib, shoshqaloq his-tuyg'ularni minimallashtirib, darsning keyingi qismiga tayyorlanishlari mumkin.

g) Hamkorlikda yoki guruhga ishlash bilan o'tish

Misol:

- Dars boshida o'quvchilar juft yoki guruhlariga bo'linadi. O'tish vaqti kelganida, o'qituvchi: "A va B hamkorlar, iltimos, keyingi stantsiyaga o'tinglar" yoki "1 va 2-guruhlar, materiallaringizni yig'ing va keyingi faoliyatni boshlang" deb aytishi mumkin.
- Bu nima uchun ishlaydi: O'quvchilarning tashkil etilgan sheriklari yoki guruhlaridan foydalanish javobgarlik hissini yaratadi. Ular kim bilan harakat qilayotganini aniq bilishadi, bu esa jarayonni soddalashtiradi.

h) Harakatdagi tanaffuslar yoki jismoniy faoliyat

Misol:

- O'qish yoki yozish kabi maqsadli topshiriqdan so'ng, o'qituvchi cho'zish, sinfda tez yurish yoki "Simon Says" o'yini kabi qisqa harakat tanaffusini o'z ichiga olishi mumkin. Bu o'quvchilarni quvvatlantiradi va keyingi faoliyatga o'tishdan oldin diqqatning o'zgarishini bildiradi.
- Nima uchun u ishlaydi: Jismoniy faollik to'plangan energiyani bo'shatishga yordam beradi va o'quvchilarni keyingi vazifaga qaytadan qaratishga tayyorlaydi. Bu, ayniqsa, yosh sinflarda yoki uzoq vaqt davomida e'tiborni saqlab qolishda qiynaladigan o'quvchilar uchun samarali.

i) Maqsadli so'roq bilan o'tish

Misol:

- O'qituvchi bir mavzudan ikkinchisiga o'tish usuli sifatida bo'lajak faoliyat bilan bog'liq o'ylantiruvchi savol yoki taklif beradi. Misol uchun, "Bobni o'qib bo'lganimizdan so'ng, keling, bosh qahramonning xatti-harakatlari bizning mehribonlik darsimiz bilan qanday bog'lanishi haqida o'ylab ko'raylik. Sherigingizga murojaat qiling va o'z fikrlaringiz bilan o'rtoqlashing."
- Bu nima uchun ishlaydi: Bu o'quvchilarni bir faoliyatdan ikkinchisiga tabiiy oqimni yaratib, boshlashdan oldin keyingi vazifa bilan aqliy shug'ullanishga undaydi. Shuningdek, u o'quvchilarga darslar orasidagi bog'liqlikni ko'rishga yordam beradi.

j) "Men josuslik" o'tish o'yini

Misol:

- O'qituvchi o'quvchilarni keyingi faoliyatga yo'naltirish uchun "Men josuslik qilaman" kabi oddiy o'yindan foydalanishi mumkin. Misol uchun, o'qituvchi: "Men kichkina ko'zim bilan josuslik qilaman, yashil narsa" deb aytishi mumkin va o'quvchilar sinfga qarashlari va ob'ektni taxmin qilishlari kerak. U topilgach, faoliyat boshlanadi.
- Bu nima uchun ishlaydi: Bu qiziqarli va qiziqarli o'yin o'quvchilar e'tiborini qayta qaratishga yordam beradi va shu bilan birga ularga aqliy tanaffus beradi. Bu, ayniqsa, yosh o'quvchilar uchun o'tishlarni yanada o'ynoqi va zavqli qilish uchun foydalidir.

Ushbu o'tishlarni kundalik ishingizga integratsiyalash orqali siz behuda vaqtni kamaytirishingiz va o'quvchilarni kun bo'yi qiziqtirishi va diqqatini jamlagan holda ushlab turishingiz mumkin. Asosiysi, izchillik va o'quvchilar o'tish uchun signallar va kutishlarni tushunishlariga ishonch hosil qilish. Xulosa qilib aytganda, samarali o'tishlar sinfni boshqarishning muhim tarkibiy qismidir. Oldindan rejalashtirish, aniq ko'rsatmalar berish, oldindan ogohlantirishlar berish va o'tish haqida signal berish uchun o'qituvchilar uzilishlarni kamaytirishi va yanada samarali va qiziqarli o'quv muhitini yaratishi mumkin. Silliqlik o'tishlari bo'lgan sinf - bu o'quvchilar topshiriqda qolishlari, tartiblarga rioya qilishlari va kun davomida o'qishlari bilan shug'ullanishlari mumkin bo'lgan sinfdir.

20. O'qitishda o'z-o'zini aks ettirish kuchi

O'qituvchilar sifatida biz o'quvchilarimiz uchun ijobiy va samarali ta'lim muhitini yaratishga intilamiz. Biroq, bunga erishish bizning o'qitish amaliyotimizni doimiy ravishda o'sishi va takomillashtirishni talab qiladi. Shaxsiy va kasbiy rivojlanish uchun eng qimmatli vositalardan biri bu o'z-o'zini aks ettirishdir. Sinfdagi xatti-harakatlarimiz va qarorlarimiz haqida mulohaza yuritish uchun vaqt ajratish bizga nima yaxshi ishlayotganini va nimaga tuzatish kerakligini tanqidiy baholash imkonini beradi, natijada o'qitish va sinfni boshqarish strategiyalarimizni yaxshilaydi.

1. O'sish uchun kuchli tomonlar va sohalarni tan olish

O'z-o'zini aks ettirish sizning sinfingizda nimalar yaxshi ketayotganini tan olish va nishonlash imkoniyatini beradi. Bu ma'lum bir o'qitish usuli bo'ladimi, sinfni sozlash yoki o'quvchilarni jalb qilish qobiliyatingiz bo'ladimi, kuchli tomonlaringizni tan olish sizga muvaffaqiyat va ishonch hissini beradi. Biroq, mulohaza yuritish, shuningdek, siz kurashayotgan joylarni aniqlashga yordam beradi. Ba'zi o'quvchilar sizning boshqaruv strategiyalaringizga javob bermayaptimi? Ba'zi darslar boshqalar kabi qiziqarli emasmi? O'z-o'zini aks ettirish orqali ushbu qiyinchiliklarni aniqlash sizni yaxshilash uchun maqsadli harakatlar qilish imkonini beradi.

2. Ishlayotgan narsaga asoslanish

Amaliyotingiz haqida fikr yuritsangiz, muvaffaqiyatli strategiya va amaliyotlarni aniqlash osonroq bo'ladi. Ehtimol, siz harakat yoki kichik guruh muhokamalarini o'z ichiga olgan holda o'quvchilarning diqqatini jamlashga yordam berishini payqagandirsiz. Ehtimol, o'tishning o'ziga xos tartibi sizning sinfingizni tartibli saqlashdir. Ushbu strategiyalar nima uchun ishlashini tushunib, ularni takrorlashingiz va takomillashtirishingiz mumkin. Ushbu izchillik sinfni yaxshiroq boshqarishga va o'quvchilaringiz uchun yanada ijobiy ta'lim muhitiga olib keladi.

3. O'quvchilarning ehtiyojlariga moslashish

Har bir sinf o'ziga xosdir va o'quvchilar dinamikasi doimo o'zgarib turadi. Bir yil yoki bir guruh o'quvchilar bilan ishlaydigan narsa boshqasi bilan unchalik samarali ishlamasligi mumkin. Muntazam o'z-o'zini mulohaza yuritish sizga moslashuvchan bo'lishga va o'quvchilarning ehtiyojlaridan kelib chiqqan holda yondashuvlaringizni moslashtirishga imkon beradi. Ayrim o'qitish usullari yoki xulq-atvorni boshqarish usullari individual o'quvchilar uchun qanday ishlashi (yoki ishlamayotgani) haqida fikr yuritish sizga moslashtirilgan va samaraliroq tuzatishlar kiritishingizga yordam beradi. Siz har doim o'quvchilaringizning o'zgaruvchan ehtiyojlariga javob berishingizga ishonch hosil qilib, strategiyalaringizni kerak bo'lganda o'zgartirishingiz mumkin.

4. Tanqidiy fikrlash va ongli qaror qabul qilishni rivojlantirish

Samarali ta'lim yakka holda sodir bo'lmaydi. Bu doimiy qaror qabul qilish jarayoni bo'lib, o'z-o'zini mulohaza yuritish ko'proq o'ylangan, ma'lumotli tanlov qilishning asosidir. Har bir darsdan so'ng o'zingizdan so'rang: *nima yaxshi o'tdi? Men boshqacha nima qila olardim?* Ushbu savollarni tahlil qilish orqali siz tanqidiy fikrlash odatini rivojlantirasiz. Vaqt o'tishi bilan takomillashtirishga imkon beradigan ta'lim qarorlaringiz haqida ko'proq niyat qilasiz. Ushbu aks ettirish amaliyoti sizga yaxshiroq va oqilona qarorlar qabul qilishga yordam beradi, natijada sizga ham, o'quvchilaringizga ham foyda keltiradi.

5. Aloqalar va sinfdagi iqlimni mustahkamlash

Sizning sinfni boshqarish yondashuvingiz nafaqat o'quvchilarning o'zini tutishiga ta'sir qilmaydi, balki ularning sizga va ularning o'quv muhitiga bo'lgan munosabatiga ta'sir qiladi. O'z-o'zini aks ettirish orqali siz o'zingizning harakatlaringiz va so'zlaringiz o'quvchi va o'qituvchi munosabatlariga qanday ta'sir qilishini baholashingiz mumkin. Muloqot uslubingiz, o'quvchilar ehtiyojlariga javob berish va sinf ohangi haqida fikr yuritish sizga qanday qilib yanada qo'llab-quvvatlovchi va ijobiy sinf muhitini yaratishingiz mumkinligini tushunishga yordam beradi. Qachonki, o'quvchilar o'zlarini eshitgan va tushunilganini his qilsalar, ular o'rganishga qiziqadi va rag'batlantiriladi. Mulohaza o'quvchilaringiz bilan mustahkam munosabatlar o'rnatishga, sinfda ishonch va hurmatni kuchaytirishga imkon beradi.

6. O'sishning uzluksiz aylanishi

O'qitish - bu umrbod ta'lim safaridir. O'z-o'zini aks ettirish bir martalik yoki yil oxirida bo'lishi shart emas - bu davom etishi kerak. Kundalik yuritish, hamkasblar bilan amaliyotingizni muhokama qilish yoki darslarni yozib olish va ko'rib chiqish orqali o'qitishingiz haqida mulohaza yuritish uchun muntazam ravishda vaqt ajratsangiz, siz doimo rivojlanib, takomillashib borayotganingizga ishonch hosil qilishingiz mumkin. Qanchalik ko'p fikr yuritsangiz, o'qitish uslubingiz haqida shunchalik ko'p kashf etasiz va o'qituvchi sifatida qanchalik samarali bo'lasiz. Qanday qilib o'z-o'zini aks ettirishni kun tartibining bir qismiga aylantirish mumkin

O'z-o'zini aks ettirishni o'qitish amaliyotingizning ajralmas qismiga aylantirish uchun siz amalga oshirishingiz mumkin bo'lgan bir nechta amaliy strategiyalar:

- Kunning oxiri haqida fikr yuritish : Har kunning oxirida fikrlaringizni yozib olish uchun bir necha daqiqa vaqt ajrating. Nima yaxshi o'tdi? Qanday qiyinchiliklarga duch keldingiz? Ularga qanday murojaat qildingiz? Bu sizning o'sishingizning yuqori qismida qolishingizga va tezda o'zgartirishlar kiritishingizga yordam beradi.
- Video yozib olish : Vaqti-vaqti bilan darslaringizni yozib oling va ularni tomosha qiling. Bu sizga o'zingizni harakatda ko'rish va dars davomida o'tkazib yuborishingiz mumkin bo'lgan narsalarni sezish imkonini beradi. Siz tana tilini, tezligini va sinfni boshqarish usullarini tahlil qilishingiz mumkin.

- Tengdoshlarning fikr-mulohazalari : O'qitishingizni hamkasbingiz bilan muhokama qilish yangi istiqbollarni taklif qilishi mumkin. Ular siz sezmagani narsalarni ko'rsatishi mumkin va tajribangizni baham ko'rish amaliyotlaringizni yaxshilashga yordam beradi.
- Reflektiv jurnallar : Har bir darsdan keyin o'z fikringizni yozib qo'yadigan maxsus jurnalni saqlang. Bu vaqt o'tishi bilan sizning o'sishingizni kuzatish va o'qitish amaliyotingizdagi naqshlarni aniqlashning ajoyib usuli bo'lishi mumkin.
- O'quvchilarning fikr-mulohazalari : Vaqti-vaqti bilan o'quvchilaringizdan fikr-mulohazalarni so'rang. Ularning o'rganishga nima yordam berishi yoki qanday qiyinchiliklarga duch kelayotgani haqidagi tushunchalari sizning ta'lim uslublaringizni takomillashtirish uchun qimmatli ma'lumot berishi mumkin.

Zamonaviy sinfda o'z-o'zini aks ettirish qanday ko'rinishi mumkinligiga ba'zi misollar:

a) Texnologiya integratsiyasi haqida fikr yuritish

- Misol : Yangi raqamli vosita yoki ilovani (masalan, Google Classroom, Kahoot yoki interfaol doska) o'rnatgan darsdan so'ng texnologiya o'quvchilarning faolligi va o'rganishini qanchalik qo'llab-quvvatlagani haqida bir oz vaqt ajrating.
 - *Mulohaza uchun savol* : "Texnologiya o'quvchilarga mazmunni yaxshiroq tushunishga yordam berdimi yoki ularni chalg'itdimi? O'rganishni yaxshilash uchun kelajakdagi darslarda texnologiyadan qanday qilib yaxshiroq foydalanishim mumkin?"

b) Talabalar ishtirokini baholash

- Misol : Sinf muhokamasidan yoki guruh faoliyatidan so'ng, barcha o'quvchilar qanday ishtirok etgani haqida fikr yuriting. Ba'zi o'quvchilar suhbatda hukmronlik qilayotganini, boshqalari esa jim turganini payqadingizmi?
 - *Mulohaza uchun savol* : "Men barcha o'quvchilarning hissa qo'shish imkoniyatiga ega bo'lishiga qanday ishonch hosil qildim? Keyingi safar tinchroq o'quvchilarni o'z fikrlarini baham ko'rishga undash uchun qanday strategiyalarni amalga oshirishim mumkin?"

c) Sinfdagi xatti-harakatlarni baholash uslubi

- Misol : Dars oxirida sinfni boshqarish strategiyalaringiz qanchalik yaxshi ishlaganini baholang. O'quvchilarning ishi bo'sh bo'lgan lahzalar bo'lganmi yoki sinf mashg'ul bo'lib, diqqatini jamlaganmi?
 - *Mulohaza savoli* : "Qaysi strategiyalar o'quvchilarni qiziqtirishga yordam berdi? Xulq-atvor bilan bog'liq muammolar yuzaga kelganda muayyan vaqtlar bo'lganmi va men ularni qanday hal qildim? Buzilishlarning oldini olish uchun boshqacha javob bera olardimmi?"

d) Differensiatsiya haqida fikr yuritish

- Misol : O'quvchilaringizning turli ehtiyojlarini qondirish uchun, ayniqsa, turli xil o'quv darajalariga ega bo'lgan turli sinflarda o'qitishni qanchalik yaxshi farqlaganligingiz haqida o'ylab ko'ring.
 - *Mulohaza uchun savol* : "Barcha o'quvchilar o'zlarini tegishli darajada qiyin his qildilarmi? Men ko'proq yordam yoki kengaytma faoliyatiga muhtoj bo'lgan o'quvchilar uchun darsni qanday moslashtirdim? Qiyinchilikka uchragan o'quvchilar uchun ko'proq iskala bilan ta'minlay olamanmi?"

e) O'quvchilarning topshiriqlarni bajarish jarayonidagi faolligi

- Misol : Loyiha yoki uy vazifasini topshirgandan so'ng, o'quvchilarning material bilan qanday shug'ullangani haqida fikr yuriting. Ular ishni tugatish uchun g'ayratli va ishtiyoqli ko'rindimi yoki ularning ko'plari vazifani bajarish uchun kurashganmi?
 - *Mulohaza uchun savol* : "Topshiriq o'quvchilarning qiziqishlari va malaka darajalariga qanday mos keldi? Topshiriqning murakkabligi yoki formati kabi mashg'ulotlarda qatnashish uchun biron bir to'siq bormi? Kelajakdagi topshiriqlarni yanada qiziqarliroq qilish uchun qanday loyihalashim mumkin?"

f) Dars tezligini baholash

- Misol : Darsingiz tezligi haqida fikr yuriting. Bir mavzuga ko'p vaqt sarflab, boshqalarga oz vaqt qoldirdingizmi? Yoki o'quvchilarga materialni o'zlashtirishlari uchun etarli vaqt bermasdan, asosiy tushunchalar bilan shoshildingizmi?
 - *Mulohaza savoli* : "Men keyingi mavzuga o'tishimdan oldin o'quvchilar materialni tushunganga o'xshaydimi? O'quvchilarning savollari va muhokamasi uchun vaqt yetarlimi? Kelajakdagi darslarda tempni qanday yaxshiroq boshqarishim mumkin?"

g) Formativ baholashdan foydalanish

- Misol : Chiqish chiptasi, tezkor viktorina yoki kichik guruhlarining fikr-mulohazalari kabi formativ baholashdan foydalangandan so'ng, u o'quvchilarning dars haqidagi tushunchalarini qanchalik yaxshi ochib bergani haqida o'ylab ko'ring.
 - *Mulohaza uchun savol* : "Chiqish chiptasi yoki viktorina o'quvchilarning tushunishi haqida nimani ko'rsatdi? O'quvchilar qiynalayotgan aniq tushunchalar bormi? Ushbu fikr-mulohazalar asosida qanday qilib o'qitishimni o'zgartirishim yoki qo'shimcha yordam berishim mumkin?"

h) O'quvchilar bilan muloqotingiz haqida fikr yuritish

- Misol : Dars davomida o'quvchilarga ko'rsatmalar va umidlarni qanchalik samarali etkazganingiz haqida fikr yuriting. Hamma o'quvchilar ulardan nima kutilayotganini tushunganga o'xshaydimi?
 - *Mulohaza uchun savol* : "Mening ko'rsatmalarim aniq va qisqa edimi? Men tushundimi, ayniqsa murakkab topshiriqlar yoki harakatlar bilan

tekshirdimmi? Talabalar har doim kutgan narsalarini aniq bajarishlari uchun muloqotimni qanday yaxshilashim mumkin?"

i) Tanqidiy fikrlashni rag'batlantirish

- Misol : Dars davomida tanqidiy fikrlashni qanchalik yaxshi rag'batlantirganingiz haqida o'ylab ko'ring. Siz chuqur fikrlashga undaydigan ochiq savollar berdingizmi yoki dars asosan ma'lumotni eslab qolishni o'z ichiga olganmi?
 - *Mulohaza uchun savol* : "Men o'quvchilarga g'oyalarni o'rganish va muammolarni hal qilish imkoniyatini yaratdimmi? Qanday qilib men o'quvchilarni tanqidiy va ijodiy fikrlashga undaydigan savollar berish yoki faoliyatni loyihalashtirish mumkin?"

j) O'qituvchi va o'quvchi munosabatlari haqida o'z-o'zini aks ettirish

- Misol : O'quvchi bilan qiyin muloqotdan so'ng, vaziyatni qanday hal qilganingiz haqida fikr yuriting. Siz xotirjam va qo'llab-quvvatladingizmi yoki vaziyat keskinlashdimi?
 - *Mulohaza uchun savol* : "Men bu o'quvchi bilan vaziyatni qanday hal qildim? Men hamdard va tushunarli bo'ldimmi? Kelajakda shunga o'xshash muammolarni oldini olish uchun o'quvchilar bilan qanday qilib mustahkam munosabatlar o'rnatishim mumkin?"

k) O'quvchilarning fikr-mulohazalarini aks ettirish

- Misol : Talabalardan anonim fikr-mulohazalarni yig'gandan so'ng (so'rovlar, mulohaza yurituvchi jurnallar yoki "Bu dars sizga nima yoqdi?" kabi oddiy savol orqali) ularning javoblari haqida fikr yuriting.
 - *Mulohaza savoli* : "O'quvchilar dars haqida qanday fikr-mulohazalarni bildirishdi? Ularga nima yoqdi va nima ular uchun ishlamadi? Men ularning ehtiyojlarini yaxshiroq qondirish uchun ularning fikr-mulohazalari asosida kelajakdagi darslarni qanday o'zgartirishim mumkin?"

l) Sizning hissiy munosabatingiz haqida o'z-o'zini aks ettirish

- Misol : Ayniqsa qiyin kunning oxirida, sinf dinamikasiga hissiy munosabatingiz haqida o'ylang. Siz xotirjam bo'ldingizmi yoki xafa bo'ldingizmi?
 - *Mulohaza savoli* : "Dars davomida his-tuyg'ularimni qanday boshqara oldim? Men xotirjam va qo'llab-quvvatlay oldimmi yoki umidsizlikka yo'l qo'ydimmi? Stressli vaziyatlarda samarali bo'lish uchun his-tuyg'ularimni qanday qilib yaxshiroq tartibga solishim mumkin?"

O'z-o'zini aks ettirishning bu misollari o'qituvchilarni nafaqat o'qitish strategiyalarining samaradorligini, balki ularning o'quvchilar bilan munosabatlarini, hissiy munosabatini va sinfdagi muhitni tekshirishga undaydi. Ushbu jihatlar bo'yicha muntazam fikr yuritish

o'qituvchilarga o'z amaliyotlarini yaxshilashga yordam beradi, bu esa yanada sezgir va samarali sinfga olib keladi.

Xulosa: O'sish uchun fikrlashni qabul qiling

O'z-o'zini aks ettirishni o'qitish amaliyotiga kiritish nafaqat muvaffaqiyatlar va muvaffaqiyatsizliklarni tan olish, balki doimiy takomillashtirish tsiklini yaratishdir. O'z-o'zini mulohaza yuritishni kun tartibining muntazam qismiga aylantirib, siz sinfni boshqarishni yaxshilaysiz, o'quvchilar o'rtasidagi munosabatlarni mustahkamlaysiz va yanada o'ychan va samarali o'qituvchiga aylanassiz. Vaqt o'tishi bilan bu siz va o'quvchilaringiz muvaffaqiyatli bo'ladigan sinf muhitiga olib keladi.

O'qituvchilar uchun yakuniy fikrlar

Sinfni boshqarish - bu mulohaza yuritishni, moslashuvchanlikni va o'quvchilaringizni chuqur tushunishni talab qiladigan doimiy, dinamik jarayon. Ikkita sinf xonasi bir-biriga o'xshamaydi va hamma uchun yagona yondashuv mavjud emas. Eng muhimi, o'quvchilar o'zlarini xavfsiz his qilishlari, hurmatga sazovor bo'lishlari va mashg'ulotlarga kirishishga undashlari - va siz o'qituvchi sifatida o'zingizni ishonchli his qilishingiz va etakchilik qilishga tayyor bo'lishingizdir. Sinfni boshqarishga vaqt va kuch sarflash nafaqat xulq-atvoringizni yaxshilaydi, balki o'quvchilar bilan munosabatlaringizni mustahkamlaydi va o'qitish vaqtini maksimal darajada oshiradi. Yaxshi boshqariladigan sinf xonasi shunchaki sokin xona emas, bu o'quvchilar faol ishtirok etadigan, hamkorlik qiladigan va o'sadigan jonli makondir.

7-bo'lim

Baholash



O'qitishda baholash va baholashni tushunish

Baholash - bu ma'lumotlarni yig'ish jarayoni. Aniqroq qilib aytadigan bo'lsak, baholash - bu o'qituvchilarning o'z ta'limi va o'quvchilarining o'rganishi haqida ma'lumot to'plash usullari (Hanna va Dettmer, 2004) *baholash* va *baholashni* farqlash juda muhim, chunki ikkalasi ham o'qitish va o'qitish jarayonida hal qiluvchi rol o'ynaydi. **Baholash** o'quvchilarning o'rganishi va ta'lim samaradorligi haqida tushunchaga ega bo'lish uchun tizimli ma'lumotlarni to'plash jarayonini anglatadi. Bu shunchaki testlar va baholar haqida emas, balki ta'lim berish uchun mazmunli ma'lumot to'plash haqida. Baholash turli shakllarda bo'lishi mumkin, jumladan:

- Talabalarning oldingi bilimlarini tushunish uchun **oldindan baholash (yoki diagnostik testlar)**,
- Sinf faoliyati davomida qatnashish va tushunishni o'lchash uchun **kuzatishlar**,
- Viktorinalar, jurnallar yoki tengdoshlarning sharhlari kabi **formativ baholashlar**
- Yakuniy imtihonlar, taqdimotlar yoki loyihalar kabi **summativ baholashlar**.

Baholashning asosiy maqsadi doimiy fikr-mulohazalarni taqdim etishdir. Ushbu fikr-mulohazalar o'quvchilarni o'rganish sayohatlarida qo'llab-quvvatlaydi va o'qituvchilarga barcha o'quvchilarning ehtiyojlarini qondirish uchun o'zlarining ta'lim strategiyalarini moslashtirishga yordam beradi.

Boshqa tomondan, **baholash** - bu asosli xulosalar chiqarish uchun baholash ma'lumotlarini sharhlash jarayoni. Baholash baholash orqali to'plangan dalillarni tahlil qilishni va o'quvchining, darsning yoki hatto butun o'quv bo'limining sifati va samaradorligini aniqlash

uchun professional mulohazani qo'llashni o'z ichiga oladi. Baholash orqali biz muhim savollarga javob beramiz, masalan:

- Talabalar o'quv maqsadlariga qanchalik erishdilar?
- Ta'lim strategiyalari samarali bo'lganmi?
- Qaysi sohalar yaxshilanishni talab qiladi - o'quvchilar va o'qitish uslublarimiz uchun?

Baholash - bu qaror qabul qilish sodir bo'ladigan joy. Natijalar asosida biz yondashuvlarimizni takomillashtiramiz, tadbirlarni ishlab chiqamiz va aniqlangan kamchiliklar yoki muammolarni hal qiluvchi o'quv tajribalarini ishlab chiqamiz.

1. Sinfda oldindan baholash (diagnostik baholash).

Maqsad : Diagnostik baholash yangi o'qitishni boshlashdan oldin o'quvchilaringizning mavjud bilimlari, ko'nikmalari va mumkin bo'lgan noto'g'ri tushunchalarini aniqlash uchun juda muhimdir. Talabalar nimani bilishlarini va ular qayerda kurashishlari mumkinligini tushunib, darslaringizni yaxshiroq rejalashtirishingiz va o'qitishni farqlashingiz mumkin.

Siz foydalanishingiz mumkin bo'lgan diagnostik baholash turlari

- **Oldindan testlar** : Bular o'quvchilarning siz o'rgatmoqchi bo'lgan kontentga oid oldingi bilim va qobiliyatlarini baholashga yordam beradi.
- **O'z-o'zini baholash** : o'quvchilarni o'z bilimlari va malakalari haqida fikr yuritishga undash, ular o'z bilimlariga qanday qarashlari haqida tushuncha berish.
- **Muhokama kengashi javoblari** : O'quvchilardan tarkibga oid takliflarga javob berishlarini so'rang. Bu ularning tushunish va noto'g'ri tushunchalarini norasmiy sharoitda o'lchash imkonini beradi.
- **Intervyu** : o'quvchilarning bilimlari va fikrlash jarayonlari haqida ko'proq shaxsiylashtirilgan tushunchalarni to'plash uchun ular bilan qisqacha yakka suhbatlar (har biri taxminan 10 daqiqa) o'tkazing.

O'qituvchilar fanlar va sinflar bo'yicha foydalanishi mumkin bo'lgan **diagnostik baholashning** amaliy misollari keltirilgan :

a) Oldindan sinov

Misol : Matematikadan kasrlar bo'yicha birlik oldidan asosiy kasr tushunchalarini (masalan, kasrlarni aniqlash, o'lchamlarni solishtirish, kasrlarni oddiy qo'shish/ayirish) o'z ichiga olgan qisqa test topshiring.

b) KWL jadvali (Bilish - bilishni xohlash - o'rganish)

Misol : Ekotizimlar bo'yicha fan bo'limini boshlashdan oldin, o'quvchilardan to'ldirishni so'rang:

- Ular allaqachon **bilgan narsa**
- Ular nimani **bilishni xohlashadi**

bo'lim oxiridagi **“O'rganilgan”** ustunini qayta ko'rib chiqasiz , lekin dastlabki ikki bo'lim oldingi bilim va qiziqishlarni aniqlashga yordam beradi.

c) Kirish yoki chiqish chiptalari

Misol : Yangi mavzuning birinchi kunida, o'qitishni boshlashdan oldin o'quvchilardan ushbu mavzu bo'yicha allaqachon bilganlari yoki ishonganlari haqida 1-2 jumla yozishni so'rang. Bu yopishqoq eslatmalarga yozilishi yoki raqamli tarzda topshirilishi mumkin.

d) Kontsepsiya xaritalari

Misol : Tarix darsida o'quvchilardan Amerika inqilobining sabablari haqida bilganlarini ko'rsatadigan tezkor kontsepsiya xaritasini yaratishni so'rang. Bu tushunish va noto'g'ri tushunchalarni vizual tarzda ko'rsatadi.

e) Yozish takliflari

Misol : Ingliz tili/Language Arts fanida o'quvchilardan mavzu bo'yicha o'z fikrlarini tushuntiruvchi paragraf yozishni so'rang (masalan, “Qahramonni nima qahramon qiladi?”). Bu yozish qobiliyatlari va tanqidiy fikrlash qobiliyatini ochib beradi.

f) Inventarlarni o'qish

Misol : Yil boshida o'quvchilardan o'qishga qiziqish va odatlar bo'yicha so'rovnomanini to'ldirishni so'rang, ularni tegishli o'qish materiallari bilan moslashtirish va ularning savodxonlik darajasini tushunishga yordam bering.

g) Yakkama-yakka suhbatlar

Misol : Har bir o'quvchi bilan o'tgan yilgi matematika mavzularidan nimani eslab qolgani yoki sinfda ovoz chiqarib o'qishga qanday munosabatda bo'lishlari haqida 10 daqiqalik suhbat o'tkazing. Bu, ayniqsa, munosabatlarni o'rnatish uchun samarali bo'lishi mumkin.

h) Ko'nikmalarni tekshirish varaqalari

Misol : Talabalarga loyiha uchun zarur bo'lgan ko'nikmalarning nazorat ro'yxatini bering (masalan, tadqiqot, manbalarga iqtibos keltirish, g'oyalarni tartibga solish) va ulardan o'zini-o'zi baholashlarini yoki o'zlarini ishonchli yoki ishonchsiz his qilayotgan narsalarni ajratib ko'rsatishlarini so'rang.

Ushbu baholashlardan foydalanib, siz individual ehtiyojlarni hisobga olgan holda va ta'lim natijalarini yaxshilashga yordam beradigan yanada ma'lumotli va samarali o'qitish rejasini yaratishingiz mumkin.

2. Sinf faoliyati davomidagi kuzatishlar

Norasmiy kuzatish - bu o'quvchilarning tushunishi va faolligi to'g'risida darhol tushuncha beradigan kuchli, real vaqtda baholash vositasi. Sinf mashg'ulotlari davomida o'quvchilarni diqqat bilan kuzatib borish orqali - guruh muhokamalari, mustaqil ish yoki amaliy topshiriqlar orqali - o'qituvchilar ko'rsatma beruvchi qimmatli ma'lumotlarni to'plashlari mumkin. Bu jarayon ishtirok darajalari, yuz ifodalari, tana tili, tengdoshlarning o'zaro munosabati va berilgan savollar yoki berilgan javoblar sifati kabi og'zaki va og'zaki bo'lmagan belgilarni kuzatishni o'z ichiga oladi. Bu ko'rsatkichlar qaysi o'quvchilar faol qatnashayotganini va materialni tushunayotganini va qaysi biri jimgina kurashayotganini aniqlashga yordam beradi.

O'qituvchilar o'z kuzatishlarining samaradorligini oshirishlari mumkin:

- Faoliyat davomida xonani aylanib o'tish va kim vazifani bajarayotganini va kim ishdan chiqqanligini ko'rish.
- Tushunishini tekshirish va chuqurroq fikrlashga undash uchun ochiq savollar berish.
- Kuzatishlarni yozib olish uchun oddiy nazorat ro'yxati yoki eslatmalar tizimidan foydalanish, keyinchalik tabaqalashtirilgan ko'rsatmalarga yo'naltirish mumkin.
- Tushunmovchiliklarni joyida aniqlashtirish uchun mustaqil ish vaqtida qisqacha yakkama-yakka tekshiruvlar o'tkazish.

Sinf muhitida kuzatishga misollar

a) Guruh ishida:

- O'qituvchi bir o'quvchi suhbatda hukmronlik qilayotganini, boshqalari esa jim turishini payqaydi. O'qituvchi muvozanatli ishtirok etish strategiyalarini kuzatish uchun eslatma qo'yadi.
- Tinglash paytida o'qituvchi o'quvchilarni akademik lug'atdan to'g'ri foydalangan holda eshitadi va ilgari o'rganilgan tushunchaga havola qiladi - tushunish va eslab qolish ko'rsatkichi.

b) Talabalar mustaqil ishlayotganda:

- O'quvchi qayta-qayta xonaga qaraydi yoki yozish o'rniga qo'zg'aladi. O'qituvchi jimgina yaqinlashib, ular topshiriqni tushunganlarini tekshiradi va kerak bo'lsa, tushuntirishni taklif qiladi.

- Boshqa o'quvchi ishni tezda yakunlaydi va chizishni boshlaydi. O'qituvchi bu o'quvchiga boyitish imkoniyatlari yoki qiyinroq material kerak bo'lishi mumkinligini ta'kidlaydi.

c) Butun sinf muhokamasi davomida:

- O'quvchi doimiy ravishda qo'lini ko'taradi va o'ylangan javoblarni taklif qiladi, boshqasi esa ko'z bilan aloqa qilmasdan qochadi va o'zini tuta olmaydi. O'qituvchi bo'sh o'quvchini kelajakdagi muhokamalarda qo'llab-quvvatlovchi tengdoshi bilan bog'lashni ta'kidlaydi.
- Tekshirish uchun savol berilganda, bir nechta o'quvchilar bosh iring'adi yoki "ishonmayman" deb javob berishadi. Bu o'qituvchiga kontseptsiyani qayta ko'rib chiqish yoki boshqacha tushuntirish kerakligini anglatadi.

d) Yangi tarkibni kiritishda:

- O'qituvchi yuz ifodalarini kuzatadi - chimirilgan qoshlar, boshning egilishi yoki bo'sh qarashlar chalkashlikni ko'rsatishi mumkin.
- O'quvchi yangi mavzuni o'tgan hafta o'rgangan narsasi bilan ishtiyoq bilan bog'laydi. O'qituvchi buni kontsepsiya integratsiyasi va tushunish belgisi sifatida ko'radi.

e) Og'zaki bo'lmagan aloqa ko'rsatmalari:

- O'quvchi matematika darslarida doimiy ravishda egilib qoladi, xo'rsinadi yoki materiallardan qochadi. O'qituvchi potentsial matematik tashvish yoki ishdan bo'shatishni qayd etadi va uni yakkama-yakka suhbatda o'rganishni rejalashtiradi.
- Boshqa bir o'quvchi fan tajribalari davomida unga suyanib, ko'z bilan aloqa qiladi va faol ravishda qaydlar oladi, bu qiziqish va faollikni bildiradi.

Ushbu kuzatuv amaliyotlarini o'z ichiga olish doimiy ravishda sezgir sinf muhitini qo'llab-quvvatlaydi, bu erda o'qitish o'quvchilarning ehtiyojlarini qondirish va katta akademik muvaffaqiyatga erishish uchun tezda moslashtirilishi mumkin.

3. Formativ baholash

Formativ baholash real vaqt rejimida o'qitishni boshqarish uchun muhim vositadir. U o'quv jarayonida qimmatli fikr-mulohazalarni beradi - nafaqat o'quvchilar tushunishi, balki o'qitish strategiyalaringizning samaradorligi haqida ham. Kuzatish, so'roq qilish, chiqish chiptalari yoki norasmiy so'rovlar orqali bo'ladimi, formativ baholash sizga o'quvchilarning ehtiyojlarini yaxshiroq qondirish uchun tezda tuzatishlar kiritish imkonini beradi. Masalan, sinfda yangi faoliyatni joriy qilganingizda, shakllantiruvchi fikr-mulohaza faoliyat

o'quvchilarni jalb qiladimi va o'quv maqsadlarini qo'llab-quvvatlayaptimi yoki uni o'zgartirish zarurligini aniqlashga yordam beradi. Ushbu baholashlar odatda past bahoga ega yoki baholanmagan bo'lib, ularning asosiy maqsadi ham o'quvchilar, ham o'qituvchilar uchun yaxshilanishi kerak bo'lgan sohalarni ajratib ko'rsatishdir. Formativ baholashdan muntazam foydalanish orqali siz yanada sezgir va qo'llab-quvvatlovchi o'quv muhitini yaratishingiz mumkin.

Formativ baholashni tushunish: asosiy turlari va ularning o'quvchilar bilimiga ta'siri

Bu erda shakllantirish baholashning eng samarali turlari, ularning maqsadi va sinfingizda qanday foydalanish mumkinligi bilan chuqurroq tanishib chiqing:

i) Dars ichidagi mashg'ulotlar davomidagi kuzatishlar

Sinfidagi mashg'ulotlar davomida o'quvchilarni kuzatish ularning faolligi, tushunishi va umumiy ishtiroki haqida tushuncha beradi. O'qituvchilar ushbu usuldan o'quvchilarning og'zaki va og'zaki bo'lmagan signallarini baholash uchun foydalanishlari mumkin. Misol uchun, ma'ruza davomida o'quvchilar sarosimaga tushgan, o'zini tuta olmay qolgan yoki hafsalasi pir bo'lganini payqash o'qituvchiga o'z ko'rsatmalariga real vaqt rejimida tuzatishlar kiritish imkonini beradi. Bu sekinlashishni, tushuntirishlarni taklif qilishni yoki etkazib berishning interaktiv usuliga o'tishni anglatishi mumkin. Tana tili yoki yuz ifodalari kabi og'zaki bo'lmagan fikr-mulohazalar ko'pincha o'quvchilar og'zaki ifoda eta olmaydigan narsalarni ko'rsatishi mumkin.

O'qituvchilar uchun maslahat : Vaqt o'tishi bilan naqshlarga e'tibor bering. Agar siz ba'zi o'quvchilarning qayta-qayta o'z faoliyatini yo'qotib qo'yganini yoki hayratda qolganini sezsangiz, bu aralashuv yoki muqobil o'qitish strategiyalariga ehtiyoj borligini ko'rsatishi mumkin.

ii) Uyga vazifa mashqlari

Uyga topshiriqlar sinfda o'qitiladigan materialni mustahkamlash va takrorlash uchun klassik vositadir. Imtihonlar uchun amaliyot sifatida xizmat qilishdan tashqari, ular o'qituvchilar uchun diagnostika vositasi sifatida ham harakat qilishlari mumkin. Uy vazifasini ko'rib chiqish o'qituvchilarga o'quvchilar qayerda qiynalayotgani, qaysi tushunchalarga ko'proq e'tibor berish kerakligini va o'quvchilar materialni qanchalik yaxshi saqlab qolishlari haqida qimmatli tushunchalarni beradi.

O'qituvchilar uchun maslahat : Uy vazifasi faqat tushunishni yakuniy tekshirish sifatida emas, balki fikr-mulohaza uchun vosita sifatida qaralishi kerak. Individual yoki sinf miqyosidagi tushunmovchiliklarga xos bo'lgan izohlarni taqdim eting va ushbu topshiriqlarda kuzatilgan keng tarqalgan xatolar asosida kelgusi darslarni o'zgartirish haqida o'ylab ko'ring.

iii) Refleksiya jurnallari

Fikrlash jurnallari o'quvchilarni o'z o'quv jarayoni haqida tanqidiy fikrlashga undaydi. O'z tajribalari, qiyinchiliklari va taraqqiyoti haqida muntazam fikr yuritish orqali o'quvchilar o'rganganlarini yaxshiroq o'zlashtirishlari mumkin. Ushbu jurnallar, shuningdek, o'qituvchilarga individual o'quvchilarning fikrlash jarayonlari va vaqt o'tishi bilan o'sishiga oyna beradi. *O'qituvchilar uchun maslahat* : O'quvchilar o'z mulohaza yuritish jurnallarini (masalan, ikki haftada bir marta) topshirishlari uchun muntazam intervallarni belgilang va ularning tushunchalari va kurashlari haqida maqsadli fikr-mulohazalarni taqdim eting. Bu o'quvchilarga nafaqat mazmunni, balki o'rganish jarayonining o'zini ham tushunishga yordam beradi.

iv) Savol-javob sessiyalari (rasmiy va norasmiy)

Rejalashtirilgan (rasmiy) va spontan (norasmiy) savol-javob sessiyalari real vaqt rejimida o'quvchilarning tushunishini baholashning ajoyib usuli hisoblanadi. Rasmiy savol-javob mashg'ulotlari ma'ruza yoki mashg'ulotdan so'ng bo'lishi mumkin, norasmiylar esa munozaralar paytida organik tarzda paydo bo'lishi mumkin. Ushbu almashinuvlar o'qituvchilarga o'quvchilarning tushunish chuqurligini o'lchash, noto'g'ri tushunchalarni aniqlash va darhol tushuntirish imkonini beradi. *O'qituvchilar uchun maslahat* : Rasmiy va norasmiy so'rov usullarini aralashtirib yuboring. Misol uchun, siz ma'ruza davomida o'quvchilarni qiziqtirish uchun tez va kutilmagan savollardan foydalanishingiz mumkin, so'ngra o'quvchilar murakkab tushunchalar haqida savollar berishlari mumkin bo'lgan ko'proq tuzilgan savol-javob sessiyalari.

v) O'qituvchi va o'quvchi o'rtasidagi konferensiyalar

Yakkama-yakka yoki kichik guruh konferensiyalari shaxsiy fikr-mulohazalarni taqdim etish va o'quvchining taraqqiyoti haqida mazmunli muloqot qilish uchun kuchli imkoniyatlardir. Ushbu uchrashuvlar semestrning turli nuqtalarida bo'lib o'tishi mumkin va individual muammolar yoki o'sish sohalari haqida maqsadli muhokamalar o'tkazishga imkon beradi. Shuningdek, ular o'quvchilarga tashvishlarini bildirish yoki kamroq rasmiy sharoitda yordam so'rash imkoniyatini taklif qilishadi. *O'qituvchilar uchun maslahat* : O'quvchilar bilan shaxsiy maqsadlarni belgilash va ularning vaqt o'tishi bilan ularning taraqqiyotini kuzatish uchun konferentsiyalardan foydalaning. Ushbu individual yondashuv o'quvchilarga ko'proq qo'llab-quvvatlanish va motivatsiyani his qilishlariga yordam beradi, ayniqsa ular muayyan sohalarida kurashayotgan bo'lsa.

vi) O'quvchilar taqdimoti bilan sinf ichidagi mashg'ulotlar

O'quvchilardan o'z ishlari yoki topilmalarini norasmiy ravishda taqdim etishni talab qiladigan sinf ichidagi mashg'ulotlar materialni tushunishlari uchun qimmatli fikrlarni taqdim etishi mumkin. Taqdimotlar o'quvchilarni fikrlash va fikrlash jarayonlarini ifoda etishga undaydi va

o'qituvchilar va tengdoshlarga darhol fikr bildirish imkonini beradi. Ushbu tadbirlar faol o'rganish, tanqidiy fikrlash va muloqot qobiliyatlarini rivojlantirishga yordam beradi.

O'qituvchilar uchun maslahat : Taqdimotlarni kam baholang va mukammallikdan ko'ra o'rganish jarayoniga urg'u bering. O'qituvchilar o'z fikrlarini baham ko'rishlari va konstruktiv fikr-mulohazalarni olishlari uchun qulay sinf muhitini yarating.

vii) **O'qituvchilarning fikr-mulohazalari va o'z-o'zini baholashlari**

So'rovlar yoki o'z-o'zini baholash orqali o'qituvchilardan muntazam fikr-mulohazalarni yig'ish o'qituvchilarga ularning samaradorligini baholashga va yaxshilash kerak bo'lgan yo'nalishlarni aniqlashga yordam beradi. O'qituvchilardan o'z bilimlari haqida fikr yuritishlarini so'rash orqali o'qituvchilar o'zlarining ta'lim usullari qanchalik yaxshi ishlayotgani va qaysi sohalarga ko'proq e'tibor berish kerakligini tushunishlari mumkin. O'z-o'zini baholash, shuningdek, o'qituvchilarga o'z ta'limi va rivojlanishiga egalik qilish imkonini beradi. *O'qituvchilar uchun maslahat* : mazmunli fikr-mulohazalarni to'plash uchun o'qituvchilar so'rovingizga aniq, maqsadli savollarni qo'shing. Masalan, o'qituvchilardan ma'lum o'qitish strategiyalari ularga materialni tushunishga qanday yordam berganini yoki kursning qaysi jihatlari ular uchun eng qiyin ekanligini so'rang. Bu fikr-mulohazalardan foydalanib, o'qitish usullarini takomillashtirishga harakat qiling. O'qituvchilar o'qituvchilarning o'rganishini kuzatish va qo'llab-quvvatlash uchun foydalanishi mumkin bo'lgan **formativ baholash strategiyalarining** amaliy misollari keltirilgan :

a) **O'ylab ko'ring - juftlashing - baham ko'ring**

Misol : Ekotizimlar bo'yicha dars davomida o'qituvchi "Ekotizim muvozanatiga qanday omillar ta'sir qiladi?" kabi savolni qo'yadi. O'qituvchilar birinchi navbatda savol ustida alohida o'ylashadi, so'ngra o'z fikrlarini sherigi bilan muhokama qiladilar va nihoyat o'z fikrlarini sinf bilan baham ko'radilar.

Maqsad : Ushbu strategiya barcha o'qituvchilarni savol bilan shug'ullanishga undaydi, tengdoshlarni o'rganishga yordam beradi va o'qituvchiga real vaqt rejimida o'qituvchilarning tushunchalari haqida tushuncha beradi.

b) **Chiqish chiptalari**

Misol : Kasrlar bo'yicha dars oxirida o'qituvchilar sinfdan chiqib ketayotganda kichik qog'ozga ("chiqish chiptasi") o'zlari o'rgangan bir narsani va bitta savolni yozishlari so'raladi.

Maqsad : Ushbu tezkor tekshirish o'qituvchiga o'qituvchilarning darsning asosiy tushunchalarini qanchalik yaxshi tushunganliklarini baholash va kelgusi darslarda qo'shimcha tushuntirish kerak bo'lishi mumkin bo'lgan sohalarni aniqlash imkonini beradi.

c) Tengdoshlarning sharhlari

Misol : Talabalar insho yoki loyihaning qoralama versiyalarini taqdim etadilar. Juftlikda yoki kichik guruhlarda ish almashadilar va tengdoshlari ishining mazmuni, tuzilishi va ravshanligi haqida konstruktiv fikr bildiradilar.

Maqsad : Tengdoshlarning baholashlari o'quvchilarni materialga tanqidiy munosabatda bo'lishga, bir-biridan o'rganishga va bir xil baholash ko'nikmalarini o'z ishlarida qo'llashga undaydi. O'qituvchilar, shuningdek, o'quvchilar qiynalayotgan umumiy sohalarni aniqlash uchun tengdoshlarining fikr-mulohazalaridan foydalanishlari mumkin.

d) So'rovlar yoki viktorinalar (past stavkalar)

Misol : Fuqarolar urushi haqidagi darsdan so'ng, o'qituvchi tushunishni tekshirish uchun onlayn vositadan (masalan, Kahoot yoki Google Forms) foydalangan holda tez, kam stavkali ko'p tanlovli viktorina yoki so'rovnomani boshqaradi.

Maqsad : Bu o'qituvchiga sinfning tushunish darajasini tezda aniqlash va o'quvchilarning javoblari asosida real vaqt rejimida darsni sozlash imkonini beradi.

e) Interfaol doskadagi javoblar

Misol : Tenglamalarni yechish bo'yicha matematika darsida o'qituvchi o'quvchilardan masalani yechishni va ularning yechimini interfaol doskaga yozishni so'raydi. Keyin har bir o'quvchi o'z yechimini sinfga taqdim etadi.

Maqsad : Bu o'quvchining tushunishini darhol vizual tekshirishni ta'minlaydi. Shuningdek, u o'qituvchiga har qanday xato yoki noto'g'ri tushunchalarni joyida bartaraf etish imkonini beradi.

f) O'z-o'zini baholash

Misol : Ishonchli yozish bo'limining oxirida o'quvchilar o'z-o'zini baholash rubrikasini to'ldiradilar, unda ular o'zlarining yozish usullaridan foydalanish qobiliyatini baholaydilar (masalan, aniq dalillar, kuchli dalillar va mantiqiy tuzilma).

Maqsad : O'z-o'zini baholash o'quvchilarning o'z ta'limini aks ettirishga va egalik qilishga yordam beradi. Shuningdek, u o'qituvchilarga o'quvchilarning o'z yutuqlari va ular yaxshilash kerak deb hisoblagan sohalariga qanday qarashlari haqida tushuncha beradi.

g) Boshqariladigan savollar bilan guruhlarda ishlash

Misol : Tarixiy hujjat yoki ilmiy ma'lumotlarni tahlil qilish uchun o'quvchilar kichik guruhlarda ishlaydi. Har bir guruhga tahliliga diqqatni jamlashga yordam beradigan boshqariladigan savollar beriladi.

Maqsad : Bu talabalarga hamkorlik qilish va o'z bilimlarini amaliy kontekstda qo'llash imkonini beradi. O'qituvchilar aylanib yurib, o'quvchilar o'rganganlarini qay darajada talqin qilishlari va qo'llashlarini baholash uchun guruh muhokamalarini kuzatishlari mumkin.

h) Jurnallar yoki o'quv jurnallari

Misol : O'quvchilar asosiy tushunchalar, shaxsiy tushunchalar va yuzaga keladigan savollarni aks ettiradigan bo'lim davomida jurnal yuritadilar. Misol uchun, romanning bir bobini o'qib chiqqandan so'ng, o'quvchilar bosh qahramonning rivojlanishi haqida o'z fikrlari haqida yozishlari mumkin.

Maqsad : Jurnallar o'quvchilarning fikrlash jarayonlari haqida doimiy ma'lumot beradi va o'qituvchilarga ularning tushunchalari vaqt o'tishi bilan qanday rivojlanishini kuzatish imkonini beradi. O'qituvchilar o'quvchilarning yozganlari asosida maqsadli fikr bildirishlari mumkin.

i) Kontsepsiya xaritasi

Misol : Suv aylanishi bo'yicha darsdan so'ng, o'quvchilar bug'lanish, kondensatsiya va yog'ingarchilik kabi turli jarayonlar o'rtasidagi bog'liqlikni vizual ravishda aks ettiruvchi kontsepsiya xaritasini tuzadilar.

Maqsad : Kontsepsiya xaritalari o'quvchilarga ham, o'qituvchilarga ham o'quvchilar turli bilim qismlari orasidagi bog'lanishlarni qanchalik yaxshi tushunishlarini tasavvur qilishda yordam beradi. Bu ularning tushunishidagi har qanday bo'shliqlar yoki noto'g'ri tushunchalarni ochib berishi mumkin.

j) Formativ fikr-mulohazalar bilan sinfda muhokama qilish

Misol : Qayta tiklanadigan energiya haqida fan muhokamasi paytida o'qituvchi o'quvchilarni o'z fikrlarini baham ko'rishga va ularning e'tiqodlari sabablarini keltirishga undaydi. Keyin o'qituvchi o'quvchilarga o'z g'oyalarini yanada rivojlantirishga yordam berish uchun keyingi savollarni beradi va ularni muqobil nuqtai nazarlarni ko'rib chiqishga chaqiradi.

Maqsad : Ushbu norasmiy baholash o'quvchilarga yuqori darajadagi fikrlashda faol ishtirok etish imkonini beradi. O'qituvchi ularning fikrlash qobiliyatini va mavzuni tushunishini baholashi va o'rganishga yo'naltirish uchun tezkor fikr-mulohazalarni taqdim etishi mumkin.

k) Bir daqiqalik qog'oz

Misol : Kimyoviy reaksiyalar bo'yicha dars oxirida o'qituvchi o'quvchilardan bir daqiqa davomida o'rgangan eng muhim tushunchani va hali ham mavjud bo'lgan bitta savolni yozishni so'raydi.

Maqsad : Ushbu tezkor baholash o'qituvchiga qaysi tushunchalar aniq va qaysi biri ko'proq tushuntirish kerakligini aniqlashga yordam beradi. Shuningdek, u o'quvchilarga o'z bilimlari haqida fikr yuritish imkoniyatini beradi.

l) Isinish mashqlari

Misol : Dars boshida o'quvchilar oldingi bilimlarni faollashtirish uchun mo'ljallangan qisqa, tegishli faoliyat yoki savolni bajaradilar. Misol uchun, fotosintez bo'limiga kirishdan oldin o'quvchilar o'simliklar va quyosh nuri haqida bilganlarini sanab o'tishlari mumkin.

Maqsad : Isitish mashg'ulotlari o'qituvchilar uchun o'quvchilarning oldingi bilimlarini o'lchash va shunga mos ravishda darsning diqqatini o'zgartirish uchun norasmiy usul bo'lib xizmat qiladi.

m) Amalga oshirish vazifalari

Misol : Musiqa darsida o'quvchilar mashq qilgan asarni ijro etadilar va o'qituvchi ularning texnikasi, ritmi va ifodasi haqida fikr bildiradi.

Maqsad : Ishlash vazifalari nafaqat bilimlarni, balki amaliy qo'llash va ko'nikmalarni ham baholaydi. O'qituvchilar darhol, amaliy fikr-mulohazalarini bildirishlari va individual o'quvchilarga maqsadli yordamni taklif qilishlari mumkin.

n) Aql xaritasi

Misol : Birinchi jahon urushining sabablari haqidagi darsdan so'ng, o'quvchilar urushga hissa qo'shgan turli omillarni (masalan, millatchilik, militarizm, ittifoqlar) vizual tarzda tartibga solish uchun aql xaritasini tuzadilar.

Maqsad : Aql xaritalari o'quvchilarga o'z fikrlarini tartibga solish va tushunchalar orasidagi murakkab munosabatlarni tasavvur qilishda yordam beradi. O'qituvchilar xaritalarni ko'rib chiqib, o'quvchilar qayerda ma'lumotni haddan tashqari soddalashtirishi yoki noto'g'ri talqin qilishi mumkinligini aniqlashi mumkin.

o) Sinfni teskari baholash

Misol : teskari sinf modelida o'quvchilarga darsdan oldin bajarish uchun video yoki o'qish tayinlanadi. Dars davomida o'quvchilar munozaralar yoki mazmun bilan bog'liq muammoli vazifalarni hal qilishda qatnashadilar, o'qituvchi esa o'quvchilarning tushunchalarni qo'llash qobiliyatini kuzatgan holda real vaqt rejimida o'z fikr-mulohazalarini bildiradi.

Maqsad : Bu o'qituvchiga o'quvchilarning tayyorgarligini va ularning darsdan oldingi materialdan olgan bilimlarini qo'llash qobiliyatini baholash imkonini beradi. Shuningdek, u o'quv jarayonida darhol fikr-mulohazalarni taqdim etadi.

Ushbu misollar o'qituvchilarning real vaqt rejimida o'quvchilarning o'rganishini baholash, uzluksiz fikr-mulohazalarni taqdim etish va o'quvchilar muvaffaqiyatini qo'llab-quvvatlash uchun o'z vaqtida aralashuvni ta'minlash uchun foydalanishi mumkin bo'lgan strategiyalar qatorini ta'kidlaydi. O'qitish amaliyotiga turli formativ baholash usullarini kiritish sizga o'quvchilarning o'rganish ehtiyojlarini chuqurroq va nozikroq tushunish imkonini beradi. Ushbu baholashlar o'qitishni real vaqt rejimida o'zgartirish, yaxshilash uchun yo'nalishlarni aniqlash va yanada interaktiv va qo'llab-quvvatlovchi sinf muhitini yaratish imkoniyatini beradi. Formativ baholash bilan faol ishtirok etish orqali siz ham, o'quvchilaringiz ham kurs davomida katta muvaffaqiyat va o'sishni his qilishingiz mumkin.

4. Summativ baholash

Summativ baholash o'quv davrining oxirida amalga oshiriladi va o'qitish va o'qitish jarayonining umumiy samaradorligini baholashga xizmat qiladi. Baholashning bunday turi odatda rasmiy ta'lim tugallangandan so'ng amalga oshiriladi, ammo o'quvchilar yakuniy loyihalar yoki topshiriqlarni bajarishda tasodifiy o'rganish hali ham sodir bo'lishi mumkin. Aniqlik va izchillikni ta'minlash uchun rubrikalar ko'pincha summativ baholash uchun ishlatiladi. Bir qator standartlar yoki taxminlarni aks ettiruvchi ushbu rubrikalar loyihani boshlashdan oldin talabalar bilan bo'lishish mumkin. Ushbu shaffoflik o'quvchilarga ulardan nima kutilayotganini aniq tushunish imkonini beradi va asosiy mezonlarga e'tibor qaratishga yordam beradi. Rubrikalar, shuningdek, o'qituvchilarga ob'ektiv baho berishda yordam beradi, chunki ular o'quvchilar o'z loyihalarini bajarish uchun foydalanadigan bir xil mezonlar asosida o'quvchilar ishini baholash uchun aniq asosni ta'minlaydi. O'quvchilar nimani o'rganganliklarini va ular materialni qanchalik samarali o'zlashtirganliklarini o'lchash uchun odatda bo'lim, semestr yoki kurs oxirida yuqori darajadagi summativ baholashlar o'tkaziladi. Summativ baholash natijasida olingan baholar o'quvchilar o'zlarining akademik sayohatlarida keyingi bosqichga o'tish uchun qabul qilinadigan tushunish darajasiga erishgan yoki yo'qligini ko'rsatadi – bu keyingi bo'lim, kurs yoki o'qish darajasiga o'tishmi. O'quv jarayoniga e'tibor qaratuvchi va qayta ko'rib chiqishga imkon beruvchi formativ baholashdan farqli o'laroq, summativ baholash mahsulotga yo'naltirilgan. Ular o'quv jarayonining yakuniy natijasini baholaydilar, ya'ni loyiha tugallangach, boshqa hech qanday o'zgartirish yoki qayta ko'rib chiqishga yo'l qo'yilmaydi. Agar o'quvchilarga qayta ko'rib chiqishga ruxsat berilsa, baholash formativ xarakterga ega bo'lib, yakuniy baholashdan oldin ularga o'z ishlarini va tushunchalarini yaxshilash imkoniyatini beradi. O'qituvchilar dars, semestr yoki kurs oxirida o'quvchilarning o'rganishini baholashda foydalanishi mumkin bo'lgan bir nechta summativ baholash misollari keltirilgan :

a) Yakuniy imtihonlar

- Kurs davomida o'rganilgan barcha materiallarni qamrab oluvchi keng qamrovli imtihon, odatda semestr oxirida beriladi. Bunga ko'p tanlovli savollar, qisqa javoblar, insho savollari yoki muammoni hal qilish bo'yicha topshiriqlar kiradi.

b) Bo'lim yakuni testi

- Bular ma'lum bir bo'lim yoki mavzu yakunida berilgan baholardir. Ular bir nechta tanlovli, to'g'ri/noto'g'ri, mos keladigan yoki qisqa javobli savollar bo'lishi mumkin, ular o'quvchilarning ushbu birlikning asosiy tushunchalarini tushunishlarini o'lchash uchun mo'ljallangan.

c) Ilmiy maqolalar

- Yakuniy yozma topshiriq, unda o'quvchilar tadqiqot o'tkazishi, ma'lumotlarni tahlil qilishi va topilmalarini tuzilgan formatda taqdim etishi kerak. Bu ularning axborotni sintez qilish va muloqot qilish qobiliyatini baholaydi.

d) Loyihalar

- O'quvchilardan model, taqdimot yoki multimedia loyihasi kabi yakuniy mahsulotni yaratishni talab qiladigan uzoq muddatli topshiriqlar, ularning muayyan mavzu yoki kontseptsiyani tushunishlarini ko'rsatadi.

e) Taqdimotlar

- Talabalardan o'zlari o'rgangan mavzu bo'yicha taqdimot yaratish va taqdim etishni so'rash mumkin. Bu ularga tushunish va muloqot qilish qobiliyatlarini namoyish qilish imkonini beradi.

f) Portfellar

- Vaqt o'tishi bilan taraqqiyot va yutuqlarni ko'rsatadigan o'quvchilarning ishlari to'plami. Portfoliolar qoralamalar, yakuniy loyihalar, mulohazalar va kurs davomida to'plangan o'rganishning boshqa dalillarini o'z ichiga olishi mumkin.

g) Ishlash vazifalari

- Amaliy topshiriqlar, bunda o'quvchilar o'rganganlarini real stsenariyda qo'llashlari talab etiladi. Masalan, biznes-sinfidagi o'quvchi biznes-reja tuzishi yoki fan sinfidagi o'quvchi eksperiment ishlab chiqishi mumkin.

h) Yakuniy loyihalar yoki Capstone loyihalari

- Ushbu keng ko'lamli topshiriqlar o'quvchilardan dars materialini chuqur tushunishni ko'rsatishni talab qiladi. Ular ko'pincha mustaqil tadqiqot va topilmalarning ijodiy taqdimotini o'z ichiga oladi.

i) Laboratoriya hisobotlari (tabiiy fanlar uchun)

- Tajriba yoki tajribalar seriyasini tugatgandan so'ng, o'quvchilar ilmiy tushunchalar va jarayonlarni tushunishlarini ko'rsatib, natijalarini tahlil qiladigan batafsil hisobotlarni taqdim etadilar.

j) Yakuniy insholar

- O'quvchilardan kurs materiallari va tadqiqotlarga asoslangan mavzuni muhokama qilish, tahlil qilish va bahslashishni talab qiladigan uzun insho yoki yozma hisobot.

k) Ko'rgazmalar (san'at yoki dizayn darslari uchun)

- Ijodiy fanlar bo'yicha o'quvchilardan o'zlarining san'at asarlari, dizayn loyihalari yoki kurs davomida olgan ko'nikma va bilimlarini namoyish qiluvchi yakuniy ko'rgazmani namoyish etish so'ralishi mumkin.

Bu baholashlar o'quvchilarning kurs yoki bo'lim davomida o'qitiladigan mazmun va ko'nikmalarni o'zlashtirganliklarini hamda yanada ilg'or mavzularga o'tishga tayyorligini baholash uchun qo'llaniladi. Xulosa qilib aytadigan bo'lsak, summativ baholash o'quvchilarning zarur ta'lim natijalariga erishganliklarini va o'z ta'limida oldinga siljishga tayyorligini aniqlashga yordam beradi. Oxir oqibat, baholash va baholashdan samarali foydalanish bizga nafaqat o'rganishni o'lchashga, balki *uni rivojlantirishga ham yordam beradi*. Ular bizning o'quvchilarimiz uchun ham, o'qituvchilar uchun ham o'sish vositalaridir.

Xulosa

Biz ushbu metodik qo'llanmani yakunlaganimizda, samarali o'qitishni shakllantiruvchi dinamik va o'zaro bog'liq elementlar haqida fikr yuritish muhim ahamiyatga ega. Har bir muvaffaqiyatli sinfnings markazida turli xil o'quvchilarga moslashtirilgan o'qitish usullarining puxta o'ylangan kombinatsiyasi yotadi. Siz to'g'ridan-to'g'ri ta'lim, so'rovga asoslangan o'rganish, hamkorlik strategiyalari yoki o'zgaruvchan sinflardan foydalanisizmi, usulni tanlash har doim chuqurroq tushunish va talabalarni jalb qilish maqsadiga xizmat qilishi kerak. Moslashuvchanlik va sezgirlik har qanday o'qituvchining asboblari to'plamida muhim xususiyatlar bo'lib qoladi, bu sizga real vaqtda sinf ehtiyojlariga asoslangan yondashuvlarni o'zgartirishga imkon beradi. Ta'sirli o'qitishda bir xil darajada markaziy o'rin - talabalar sinfga olib keladigan o'rganish uslublari qatorini qadrlashdir. Vizual, eshitish, kinestetik va o'qish/yozishni afzal ko'rgan o'quvchilar ma'lumotni turlicha qabul qiladilar va samarali o'qitish bu farqlarni tan oladi. Ushbu qo'llanmada har bir o'quvchi rivojlanish imkoniyatiga ega bo'lgan inklyuziv muhitni yaratib, tabaqalashtirilgan ta'limni targ'ib qiluvchi strategiyalarga urg'u berilgan. Aynan mana shu individual ta'lim imtiyozlariga javob berish o'qitishni aloqaga aylantiradi. Pedagogik tamoyillarni o'rganishimiz o'qitish ham san'at, ham fan ekanligi haqidagi fikrni mustahkamlaydi. Tadqiqotga asoslangan va

tajribadan ma'lumotga ega bo'lgan sog'lom pedagogika kontentni taqdim etishdan ko'proq narsani o'z ichiga oladi - bu qiziqishni rivojlantirish, tanqidiy fikrlashni rivojlantirish va o'z-o'zini boshqarishni rag'batlantirishdir. Iskala, proksimal rivojlanish zonasi, formativ fikr-mulohazalar va o'quvchilarning avtonomiyasi kabi tamoyillar nafaqat nazariy tushunchalar, balki ular o'quvchilarga kuch va ta'limni yuksaltiruvchi amaliy vositalardir. Shakllantiruvchi va umumlashtiruvchi baholash o'quv jarayoniga rahbarlik qilish va o'quvchilarning muvaffaqiyatini o'lchashda muhim rol o'ynaydi. Alohida nazorat punktlari sifatida qarash o'rniga, baholash o'quv jarayoniga uzluksiz ravishda kiritilishi kerak. Turli baholash vositalaridan - viktorinalar, loyihalar, tengdoshlarni baholash, mulohazalardan foydalanish orqali o'qituvchilar keyingi qadamlar haqida ma'lumot beruvchi va talabalarning o'sishini qo'llab-quvvatlaydigan mazmunli ma'lumotlarni to'plashlari mumkin. Shaffof mezonlar va o'z vaqtida bildirilgan fikr-mulohazalar baholashning konstruktiv va o'quv maqsadlariga mos kelishini ta'minlaydi. Darsni rejalashtirish, samarali o'qitishning tarkibiy asosi, bu elementlarning barchasi birlashadi. Yaxshi tuzilgan dars mashg'ulotlar ketma-ketligidan ko'proq; Bu aniq maqsadlar, qiziqarli tadbirlar, baholash imkoniyatlari va turli xil o'rganish ehtiyojlari uchun turar joyni o'z ichiga olgan puxta o'ylangan sayohat. O'ylangan rejalashtirish strukturaning o'z-o'zidan paydo bo'lishiga imkon beradi va o'qituvchilarga maqsad va natijalarga bog'langan holda hozirgi vaqtda moslashishga ishonch beradi. Oxir oqibat, o'qitish rivojlanayotgan amaliyotdir. Ushbu qo'llanmada ko'rib chiqilgan strategiyalar, vositalar va ramkalar statik emas - ular doimiy o'sish, mulohaza yuritish va takomillashtirish uchun boshlang'ich nuqtadir. O'qituvchilar sifatida bizning mas'uliyatimiz nafaqat bilim berish, balki ilhomlantirish va kuchaytirishdir. Kuchli uslubiy asosga ega bo'lgan holda, biz o'quvchilarimizning turli ehtiyojlarini qondirish, inklyuziv va samarali ta'lim muhitini yaratish va umrbod o'quvchilar bo'lib qolish uchun yaxshi jihozlanganmiz.

Foydalanilgan adabiyotlar:

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Hanna, GS va Dettmer, PA (2004). *Samarali o'qitish uchun baholash: Kontekstga moslashtirilgan rejalashtirishdan foydalanish*. Boston, MA: Pearson A&B.

Hozir faqat fan! (nd). *Baholash-so'rov bog'lanishi*.

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Ilova A

Turli fanlar bo'yicha namunaviy dars ishlanmalari

Matematika

SINF:	
DATE:	
O'quv maqsadlari	8Gg.03 Masofalarni mil yoki kilometrlarda o'lchash mumkinligini va bir kilometr taxminan $\frac{5}{8}$ bir mil yoki milya 1,6 kilometr ekanligini bilib oling. TWM.07 Tanqid TWM.08 takomillashtirilmoqda
Darsga e'tibor / muvaffaqiyat mezonlari	O'quvchilar masshtabli xaritadan foydalangan holda o'lchash ko'nikmalarini rivojlantiradilar va metrikani imperatorga aylantirishni ko'rib chiqadilar. • Men uzunliklarni aniq o'lchay olaman • Men xarita masshtablaridan foydalana olaman • Metrik va imperial o'lchov birliklari o'rtasida konvertatsiya qila olaman
Oldindan bilim / oldingi o'rganish	O'quvchilar haqiqiy masofani topish uchun masshtabli xaritalardan qanday foydalanishni bilishlari kerak. Ular berilgan radiusga aylana chiza olishlari va aylana markazdan bir xil masofada joylashgan nuqtalar to'plami ekanligini tushunishlari kerak.

Reja

Dars	Rejalashtirilgan tadbirlar	Eslatmalar
Kirish	Talabalarga o'quv maqsadlari va dars yo'nalishini ko'rsating va muvaffaqiyat mezonlarini kelishib oling: • Men o'lchov uzunliklarini aniq ishlata olaman • Men xarita masshtablaridan foydalana olaman • Metrik va imperial o'lchov birliklari o'rtasida konvertatsiya qila olaman O'quvchilardan so'rang: <i>Sizningcha, u mahalliy poezd stantsiyasiga (yoki boshqa muhim joyga) qanchalik uzoqda?</i> <i>Ushbu masofani hisoblash uchun qanday usullardan foydalanishingiz mumkin?</i> <i>Sizning taxminingiz qanchalik to'g'ri deb o'ylaysiz?</i> <i>Ushbu masofani qaysi birliklar bilan o'lchash maqsadga muvofiq bo'ladi?</i>	

Dars	Rejalashtirilgan tadbirlar	Eslatmalar
	Haqiqiy masofani aniqlash uchun xarita yoki onlayn masofani topuvchidan foydalaning. O'quvchilar foydalanishni tanlagan birliklarni muhokama qiling. Talabalar ba'zi mamlakatlarda masofa odatda kilometrlarda o'lchanganini, boshqa mamlakatlarda esa odatda millardan foydalanishini bilishlariga ishonch hosil qiling. masofani baholashning turli usullarini, o'z taxminlarining to'g'riligini va kelajakda masofani qanday qilib yaxshiroq baholash mumkinligini ko'rib chiqsalar, ular tanqid qilish (TWM.07) va takomillashtirish (TWM.08) ekanligini ko'rsatadi .	
Asosiy faoliyat	O'quvchilardan so'rang: <i>Qaysi biri uzoqroq: 1 mil yoki 1 kilometr?</i> <i>Millar va kilometrlar o'rtasida qanday bog'liqlik bor?</i> Talabalar takliflari asosida millar va kilometrlar o'rtasidagi munosabatni o'rnatib, masalan: • 5 kilometr - taxminan 3 milya • 1 kilometr taxminan teng $\frac{5}{8}$ milya • 1 milya taxminan 1,6 kilometrga teng. Millar va kilometrlar o'rtasida konvertatsiya qilish uchun ushbu munosabatdan qanday foydalanishni ko'rsating va keyin o'quvchilarga ushbu usulni qo'llashlari uchun "siz afzal ko'rasizmi" degan savollarni bering. Masalan: • 17 mil yoki 20 kilometr yugurishni afzal ko'rasizmi? • bir kilometr suzishni afzal ko'rasizmi? $\frac{2}{3}$ O'quvchilarni o'z javoblarining sabablarini ko'rsatishga undash, masalan <i>Men suzishni yoqtirmayman, shuning uchun men 0,3 milya suzishni afzal ko'raman, chunki $\frac{2}{3}$km 0,3 milyadan uzoqroqdir.</i> Keyin o'quvchilarga masshtabli xaritani, yaxshisi mahalliy hududning xartasini bering va ulardan xaritadagi ikkita nuqtani (masalan, vokzal va maktab) aniqlashni so'rang va bu ikki nuqtani to'g'ri chiziqli bilan bog'lang. O'quvchilardan nuqtalar orasidagi to'g'ridan-to'g'ri masofani topishlarini so'rang, javoblarini kilometrlarda yozish uchun shkaladan foydalaning. Keyin	Resurslar: Masshtabli ko'rsatadigan mahalliy xaritaning jismoniy nusxalari Onlayn marshrut kalkulyatoriga kirish

Dars	Rejalashtirilgan tadbirlar	Eslatmalar
	o'quvchilardan masofani millarda topish uchun taxminan 1 km dan milgacha bo'lgan taxminiy qiymatdan foydalanishni so'rang . $\frac{5}{8}$Keyin o'quvchilar ko'proq joy tanlashlari va ular orasidagi masofani kilometr va milyada topishlari kerak. O'quvchilarga maktabdan roppa-rosa 4,5 mil uzoqlikda yangi do'kon qurilayotganini ayting. O'quvchilardan xaritada yangi do'kon uchun joy topishni so'rang. Keyin o'quvchilar o'zlarining usullari va javoblarini hamkorlari bilan muhokama qilishlari kerak, ularning millardan kilometrga o'zgarishiga rozi ekanliklarini va do'konning joylashuvi to'g'riligini tekshirishlari kerak. O'quvchilarni juftlikda ishlashlarini so'rang. O'quvchilar navbatma-navbat o'z xaritalarida yashirin joyni tanlashlari va joyni taxmin qilishi kerak bo'lgan boshqa o'quvchiga maslahatlar berishlari kerak. Masalan: <i>Mening maxfiy joylashuvim shahar hokimiyatidan 4 milya uzoqlikda. Bundan tashqari, supermarketdan 3 km uzoqlikda joylashgan. Maktabimizdan 1 milyadan kamroq masofada joylashgan.</i> Ushbu faoliyatni o'quvchilardan ikki nuqta orasidagi to'g'ridan-to'g'ri masofani (xaritada to'g'ri chiziqda o'lchash) onlayn marshrut kalkulyatori (yo'llar va yo'llar yordamida) tomonidan hisoblangan ikki nuqta orasidagi sayohat masofasi bilan solishtirishni so'rash orqali kengaytirish mumkin. O'quvchilardan so'rang: <i>Sayohat masofasi to'g'ridan-to'g'ri masofadan qancha uzoqroq?</i> <i>Buni foiz sifatida ifodalash mumkinmi?</i> <i>Bu boshqa sayohatlar bilan qanday taqqoslanadi?</i> <i>Nima uchun ba'zi sayohat masofalari to'g'ridan-to'g'ri masofalardan ancha uzoqroq bo'lishi mumkin? (masalan, marshrutdagi cheklovlar, masalan, temir yo'l va daryolar)</i>	
Xulosa	Talabalarga millar va kilometrlar haqida tezkor savollar bering, ular javob berishlari va mini doskalarda ko'rsatishlari mumkin. Masalan: • <i>Qaysi biri uzoqroq: 18 mil yoki 18 km?</i> • <i>5 milya taxminan 3 km ga teng. Rostmi yoki yolg'onmi?</i> • <i>10 km taxminan 6 milga teng. Rostmi yoki yolg'onmi?</i> • <i>33 milga necha km teng?</i> • <i>19 km ga necha mil teng?</i>	Agar mini doskalar mavjud bo'lmasa, o'quvchilardan javoblarini aqliy ravishda hisoblashlarini so'rang.

Dars	Rejalashtirilgan tadbirlar	Eslatmalar
	O'quv maqsadlari va muvaffaqiyat mezonlarini qayta ko'rib chiqing. O'quvchilardan muvaffaqiyat mezonlariga javob berganliklarini va savollari yoki sharhlari bo'lsa, tushuntirishlarini so'rang. Refleksiya Darsingiz haqida fikr yuritish uchun quyidagi bo'sh joydan foydalaning. Darsingiz uchun eng dolzarb savollarga javob bering. <i>O'quv maqsadlari va dars yo'nalishi haqiqatga to'g'ri keldimi? Bugun o'quvchilar nimani o'rganishdi?</i> <i>O'quv muhiti qanday edi? Rejamdan qanday o'zgarishlar kiritdim va nima uchun?</i> <i>Agar buni yana o'rgatsam, nimani o'zgartirgan bo'lardim?</i> <i>Qaysi ikkita narsa haqiqatan ham yaxshi o'tdi (ta'lim va o'rganishni hisobga oling)?</i> <i>Qaysi ikki narsa darsni yaxshilagan bo'lardi (ham o'qitish, ham o'rganishni hisobga oling)?</i> <i>Bu darsdan sinf yoki alohida shaxslar haqida keyingi darsingizga ma'lumot beradigan nimani bilib oldim?</i> Keyingi qadamlar O'quvchilarning ushbu darsni tushunishlariga	

Dars	Rejalashtirilgan tadbirlar	Eslatmalar
	asoslanib, keyin nima o'rgataman?	

Sinf: 5-“Blue”

Sana: 07.10. 2024-yil

Fan: Ona tili

Mavzu: Nutq tovushlarining ma’no farqlash vazifasi. Matn va lug‘at ustida ishlash

Dars rejasi:

1. Tashkiliy qism – *3 daqiqa*. O‘quvchilar stikerlarni tanlab guruh bo‘ladilar.
2. Uy vazifasini so‘rash va o‘tilganlarni takrorlash – *10 daqiqa*

3. Yangi mavzu:

A. Anvar Obidjonning “Avtobola” asariga ishlangan “Tilsimoy g‘aroyib qizaloq” filmidan eng qiziq voqeani gapirish bilan boshlanadi va o‘quvchilarda robotlar haqida tasavvur paydo bo‘ladi. Matnni o‘qish
5 daqiqa

B. Kichik guruhlarda ishlash. Yozma. 1. Nima deb o‘ylaysiz, qishloq oqsoqoli muammoni hal qilish uchun qanday taklif berishi mumkin? Bu haqda o‘ylagan 3 ta yechimingizni yozing. *5 daqiqa*

C. 2. Robotlarning hayotimizga kirib kelishi, sizningcha, yaxshimi yoki yomon? Fikringizni asoslovchi 5 ta og‘zaki dalil keltiring. *5 daqiqa*

D. 70-mashq. “So‘zlar bahsi” metodi. *5 daqiqa*.

E. 71-mashq. Rasmlar muhokama qilinadi. *5 daqiqa*

F. 72-mashq. Yozma. Tushirilgan tovushlarni qo‘yib gaplar ko‘chiriladi.
5 daqiqa

4. Mustahkamlash. O‘quvchilarni rag‘batlantirish. *1 daqiqa*

5. Uy vazifa berish. *1 daqiqa*

Zahira mashq: Muhokama uchun savol. Zamonaviy robotlarni yaratish uchun 5 ta tavsiya yozish.

O‘qituvchi: Madina Masharipova

Sinf: 5-“Blue”

Sana: 07.10. 2025-yil

Fan: Adabiyot

Mavzu: “Sayohatnoma” asarini o'qish va tahlil qilish.

Dars rejasi:

1. Tashkiliy qism – *3 daqiqa*. O'quvchilar Muqimiy ijodi bilan bog'liq ma'lumotlarni birlashtirib guruh bo'ladilar.
2. Uy vazifasini so'rash va o'tilganlarni takrorlash – *5 daqiqa*

3. Yangi mavzu:

Muqimiyning “Sayohatnoma” asari haqida ma'lumot beriladi. Asarning o'ziga xos xususiyatlari aytiladi. *5 daqiqa*

- A. Kichik guruhlarda ishlash. Yozma. O'quvchilar “Sayohatnoma” asarini 3 qismini 3 ta guruhda o'qib tahlil qilishga kirishadilar. 15 daqiqa
- B. Tarsia. Asardagi lug'atlarning izohini topish. *5 daqiqa*
- C. ”Men bilaman, sen-chi” metodi. *5 daqiqa*.
- D. Xarita metodi. ”Sayohatnoma” asaridagi qishloqlarni ketma-ketlikda yozish. *5 daqiqa*

4. Mustahkamlash. O'quvchilarni rag'batlantirish. *1 daqiqa*

5. Uy vazifa berish. *1 daqiqa*

Zahira topshiriq: Mustaqil ravishda sayohatnoma yozish. (o'zlari sayohat qilgan joy haqida bo'lishi mumkin)

O'qituvchi: Madina Masharipova



Maktab: Xiva shahridagi Prezident maktabi

Dars: Fizika

Sana: 07.10.2024 y

O'qituvchi: Bunyod Xoliqberdiev

Sinf: 8-sinf

Sinflar soni: 12

O'quv

maqsadlari: 1.1 quyidagi birliklardan foydalaning: kilogramm (kg), metr (m), metr/soniya (m/s), metr/soniya² (m/s²), nyuton (N) va soniya (s)
1.17 muvo
zanatsiz kuch, massa va tezlanish o'rtasidagi munosabatni bilish va undan foydalanish: $kuch = massa \times tezlanish$; $F = m \times a$
1.21 yiqilgan jismlarga ta'sir qiluvchi kuchlarni tavsiflang (va nima uchun yiqilgan jismlar terminal tezligiga yetganini tushuntiring)

Dars

maqsadlari: Avtomobilning ishlashi, sport va kosmik missiyalar kabi kuch, massa va tezlanish o'rtasidagi munosabatlarning **haqiqiy misollarini tahlil qiling**.
Tushgan jismga ta'sir qiluvchi kuchlarni, jumladan, tortishish kuchi va havo qarshiligini va bu kuchlar jism tezlashganda qanday o'zgarishini tasvirlab bering.
terminal tezligini o'rganing va uni qulayotgan jismlar va ularning harakatining real misollari bilan bog'lang.

Lug'at: **Kuch, massa, tezlanish, terminal tezligi, ishqalanish, tortishish, Havo qarshiligi**

Oldingi o'rganish: Kuchlarni va natijaviy kuchlarni aniqlash.

Reja		
	Faoliyatlar	Resurslar
Boshlanish (5 daqiqa)	☐ Qisqacha ma'lumot: - Kuch, massa va tezlanish ($F = m \times a$) tushunchalarini kiriting. - Og'irlik va havo qarshiligiga e'tibor qaratib, tushgan	PPT, monitor, markerlar, doska https://www.physicsclassroom.com/Physics-Interactives/Newtons-Laws/Skydiving/Skydiving-Interactive

jismlarga ta'sir qiluvchi
kuchlarni muhokama
qiling.

- Terminal tezligini tezda
tushuntiring (tortishish
kuchlari va havo
qarshiligi
muvozanatlashganda).

□ **Lug'atni tekshirish:** Asosiy
atamalarni ajratib ko'rsatish
(kuch, massa, tezlanish,
terminal tezligi, havo
qarshiligi, tortishish).

O'rta (30 daqiqa)

□ **Guruhlashtirish:**
O'quvchilarni 3-4 kishidan
iborat guruhlarga bo'lish.

□ **Qiyinchilik:** Har bir
guruhga taqdim etilgan
materiallar yordamida tuxum
uchun himoya strukturasini
yaratish uchun 10 daqiqa vaqt
beriladi. Maqsad tuxumni
tushirish paytida himoya
qilishdir.

□ Talabalar kuzda tuxumga
qanday kuchlar ta'sir etishi va
ularning dizayni tuxumni
qanday himoya qiladi deb
o'ylashlari haqida bashorat
qiladi.

□ **Sinov:** Har bir guruh o'z
tuxumini oldindan belgilangan
balandlikdan tushiradi.

□ **Kuzatish:** Tuxum tushishi
bilan o'quvchilar tushish
vaqtini (sekundomer
yordamida) va zarbani
kuzatadilar va qayd etadilar.

□ **Munozara:** Guruhlar
kuchlar (tortishish kuchi va
havo qarshiligi) tushishga
qanday ta'sir qilgani,

Qog'oz, darslik, daftar, qaychi, lenta,
polietilen paketlar, tuxum, ip, karton.

tuxumning omon qolgani yoki singanligi haqida qayd qiladi.

Oxiri

☐ Sinf muhokamasi:

- Guruhlar natijalarni baham ko'radi: qaysi dizaynlar eng yaxshi ishladi va nima uchun? Tuxumni himoya qilishda qaysi kuchlar muhim edi?
- Sinovda terminal tezligi va havo qarshiligi qanday ishlaganligini muhokama qiling.

☐ **Yakunlash:** Faoliyatni kuch, massa va tezlanish o'rtasidagi bog'liqlik bilan bog'lang.

Ish varag'i,

Qo'shimcha ma'lumot

Differentsiatsiya

☐ **Rollarni belgilash:** Talabalarning kuchli tomonlari va qiziqishlaridan kelib chiqib, har bir guruh ichidagi rollarni (masalan, dizayner, quruvchi, tester, yozuvchi) belgilang.

☐ **Rollarni almashtirish:** Barcha talabalar vazifaning turli jihatlarini boshdan kechirishlarini ta'minlash uchun rollarni turli turlarda

Baholash

☐ **individual mulohaza:** Talabalardan kuchlar, massa va tezlanish haqida o'rganganlari, shuningdek, keyingi safar nima qilishlari haqida qisqacha fikr yozishni so'rang.

☐ **Dizayn tanqidi:** talabalarni o'z dizaynlarini va boshqalarnikini tanqid qilishga undash, shu bilan

Salomatlik va xavfsizlik muammolari? AKTdan foydalanish?

Fizika simulyatsiyalari: Kuchlar va harakatni modellashtirish uchun onlayn fizika simulyatsiya vositalaridan (physicclassroom.com) foydalaning, bu talabalarga tajriba o'tkazishdan oldin tushunchalarni tasavvur qilish imkonini beradi.

Hududni tozalang: baxtsiz hodisalarning oldini olish uchun tushish zonasi odamlar va to'siqlardan tozalanganligiga ishonch hosil qiling

☐ **Xavfsiz materiallar:** Tuxumni himoya qilish uchun ishlatiladigan barcha materiallar (masalan, somonlar, pufakchalar) xavfsiz va toksik

almashtiring.

**birga ilmiy
tamoyillarga e'tibor
qaratish.**

bo'lmaganligiga ishonch hosil qiling.

□ **O'tkir narsalar yo'q:** O'tkir qirralari
bo'lgan yoki shikastlanish xavfi bo'lgan
materiallardan foydalanmang

Fikrlash va baholash

Ko'zgu:

Darsning maqsadlari
haqiqatga mos edimi?
Bugun o'quvchilar
nimani o'rganishdi?
O'quv muhiti qanday edi?
Mening rejalashtirilgan
farqlashim yaxshi
ishladimi? Vaqtlarga
rioya qildimmi?
Rejamdan qanday
o'zgarishlar qildim va
nima uchun?

Xulosa/baholash

Qaysi ikki narsa juda yaxshi o'tdi? O'qitish va o'rganishni ham ko'rib chiqing.

- 1.
- 2.

Qaysi ikki narsa darsni yaxshilagan bo'lar edi? O'qitish va o'rganishni ham ko'rib chiqing.

- 1.
- 2.

Bu darsdan sinf yoki alohida shaxslar haqida keyingi darsimga ma'lumot beradigan nimani
bilib oldim?

Komputer fanlari bo'yicha dars rejasi

DARS: Irsiyat va polimorfizm		Maktab: Xiva shahridagi Prezident maktabi	
Sana: 23.02.2024 y		O'qituvchining ismi: Mr.Paul va Mr.Ixtiyor	
SINF: 11-yashil		Mavjud raqam: 4	Yo'q:
Ushbu dars o'z hissasini qo'shayotgan ta'lim natijalari (lar).	O'quvchilar quyidagilarni bilishlari kerak: - Meros bilan sinf diagrammasini chizish. - Polimorfizm bilan sinf diagrammasini chizish. - Meros va polimorfizmni ko'rsatish uchun OOP kodini yozing		
Dars maqsadlari (3 daqiqa)	- Irsiyat va polimorfizm nima ekanligini aytib bering - Sinf diagrammalarini chizish - Python kodining pastki sinfini va asosiy sinfini yozing		

Rejalashtirilgan vaqtlar	Rejalashtirilgan tadbirlar	Resurslar
Boshlanish 3 min	O'qituvchi taqdimotda darsning LO larini tushuntiradi va baland ovozda o'qing Boshlash uchun mavzu bo'yicha oddiy savol bering.	Aqlli taxta
Asosiy dars	Meros tushunchalarini hayotiy misollar bilan tushuntirish Merosning kalit so'zlarini tavsiflash Telefon haqida sinf diagrammasi ko'rsatilmogda Asosiy sinflar bilan pastki sinflarni yozish uchun OOP kodini tavsiflash Talabalarni ikki guruhga bo'lish Talabalarga kichik sinflarni aniqlash va ular uchun kod yozishni muhokama qilish uchun topshiriq berish. Polimorfizm tushunchalarini hayotiy misollar bilan tushuntirish Polimorfizmning kalit so'zlarini tavsiflash Polimorfizm quyi sinflarini qo'shish uchun OOP kodini tavsiflash RPN uchun stekning ishlash usulini tushuntirish Talabalarga aniqroq tushunish uchun topshiriqlar berish Ushbu mashqni bajaring va o'qituvchiga uning qanday ishlashini tushuntirish	PPT
	Uy vazifasi: Taqdimotda berilgan topshiriq raqami bo'yicha talabalar ularni darslikdan bajarishlari mumkin	

Kimyo fanidan dars rejasi

Dars: Kovalent bog'lanish		Maktab: Xiva shahridagi Prezident maktabi	
Sana: 2022 yil 19 oktyabr (45 daqiqa)		O'qituvchining ismi: Abbey.M.Palvanova.M	
SINF: 9- sinf		Mavjud raqam: 13	Yo'q: -
natijalari (natijalari) bu darsga qo'shiladi	Nima talaba kerak bilish yoki bo'l qodir qil		
Dars maqsadlari (5 daqiqa)	1 kovalent bog'lanish ikki atom yadrolari va umumiy juft elektronlar o'rtasidagi elektrostatik tortishish sifatida tavsiflanadi (a) molekulalardagi kovalent bog'lanishni tavsiflaydi, jumladan: • vodorod, H ₂ • kislorod, O ₂ • azot, N ₂ • xlor, Cl ₂ • vodorod xlorid, HCl • karbonat angidrid, CO ₂ • ammiak, NH ₃ • metan, CH ₄ • etan, C ₂ H ₆ • eten, C ₂ H ₄		
Oldingi o'rganish	Kislorod molekulasida qo'sh bog' borligini aytmasdan, kislorodning tashqi elektron qobig'i va asil gaz konfiguratsiyasi tushunchasini bilgan holda, uning nuqta va o'zaro faoliyat diagrammasini yarating. Mustaqil ravishda azot molekulasini uchun nuqta va o'zaro faoliyat diagramma hosil qiling		

Rejalashtirilgan vaqtlar	Rejalashtirilgan tadbirlar	Resurslar
Boshlanish (5 daqiqa)	Ishtirok etish: Talabalar o'zlari tanlagan qog'ozni chizishlari va yorliq qo'yishlari mumkin.(1)Flesh-kartalar endotsitoz va ekssitozni o'rganishning interaktiv usulidir. Talabalar kovalent bog'lanishning oqim diagrammasini chizishlari mumkin. Murakkab jarayonni tasvirlab o'rganish	▪ qog'oz ▪ Qalamlar ▪ O'chirgichlar

Asosiy dars (30 daqiqa)	1. Tekshiruv: Talabalar ionli birikmaning nuqta va ko'ndalang diagrammasini chizadilar. Ularda bir tur elektron olgani va boshqa tur elektron yo'qotganligi haqida aniq tasavvurga ega ekanligiga ishonch hosil qiling. 2. Savol: Ikki metal bo'lmaganlar qanday qilib birikma hosil qilishi mumkin, agar ularning ikkalasi ham asl gaz konfiguratsiyasiga erishish uchun elektron olishlari kerak bo'lsa? 3. O'rgatish: Talabalarga vodorod, xlor, vodorod xlorid kabi molekulalar uchun nuqta va ko'ndalang diagrammani qanday tuzishni ko'rsatib bering. 2O, CH_4, CCl_4 va O_2 va N_2 diagrammalarini o'zlari chizishga harakat qiling . 5. Tushunishini tekshirish: O'quvchilarning nuqta va o'zaro faoliyat diagrammalarini tekshiring. Agar ba'zi o'quvchilar kislorod va azot diagrammalarini mustaqil ravishda tuzolmasalar, ularga mos ravishda ikki va uch marta bog'langanligi haqida ma'lumot bering va yana urinib ko'ring. O_2 va N_2 ni mustaqil bajara olgan talabani C_2H_6, C_2H_4, C_2H_2 va hokazo molekulalarni chizishga chaqiring. Ba'zi misollar ko'rsatilgandan so'ng, o'quvchilarga nuqta va kesishgan diagrammalarni mustaqil ravishda chizish imkoniyati beriladi. Ular o'z tezligida ishlashga qodir. Ikki va uch marta bog'langan tuzilmalar uchun nuqta va o'zaro faoliyat diagrammalarni yaratishda qiynalayotgan talabalarga qo'shimcha ma'lumot berilishi va qayta urinib ko'rishga ruxsat berilishi mumkin. O'z-o'zidan oddiy ikki va uch marta bog'langan tuzilmalarni yaratadigan talabalar murakkabroq molekulalar bilan kurashishlari mumkin.	PPT taqdimoti
Final (5 daqiqa)	Aksariyat talabalar o'z daftarlarida nuqta va o'zaro faoliyat diagrammalarni chizishlari mumkin, ammo qiyinchilikka uchragan talabalar uchun tashqi qobiq elektronlari bilan bir-birining ustiga chiqadigan shaffof doiralar elektronlar almashinuvini	Chipta qutisidan chiqish

	modellashtirish uchun ishlatilishi mumkin. Molekulyar modellar, shuningdek, bir, ikki va uch bog'lanish va (keyinroq) bog'lanish burchaklarini ko'rsatish uchun ishlatilishi mumkin.	
	Uy vazifasi : ◆ .Bob oxiridagi savol 1 -5	



Methodology Teaching Handbook



UDC: [to be assigned]

LBC: [to be assigned]

Donovan Solomons, Jasurbek Salayev.

Methodological Guide to Teaching (Using Examples from All Subjects) / [Text]:
Methodological Manual / Donovan Solomons, Jasurbek Salayev. – Khiva: Khiva Publishing
House, 2025. – 348 pages.

Responsible Editor: Zulfiya Rashidovna Sultanova – Chief Specialist of the Department for
the Development of Sciences, Khorezm Regional Center for Pedagogical Skills.

Reviewers:

Sattorbek Alisherovich Yuldashev – Director of the Presidential School in Khiva.

ISBN: [to be assigned]

This methodological guide was approved for publication by Order No. 6 of the Council of the
Khorezm Regional Center for Pedagogical Excellence dated June 4, 2025.

Registration Number: [to be assigned]

This methodological guide has been developed at the initiative of Jasurbek Salayev, Director of the Khorezm Regional Center for Pedagogical Skills, in collaboration with Donovan Solomons, a foreign expert and educational advisor to the Director on improving the quality of education, as well as a teacher at the Presidential School in Khiva.

The guide provides comprehensive explanations of key pedagogical concepts such as effective teaching methods, the application of learner-centered educational technologies in the classroom, classroom management, and assessment practices.

Additionally, it offers practical recommendations on how to foster students' creativity, collaborative skills, communication, and critical thinking through various teaching methods and pedagogical approaches implemented during lessons.

Particular emphasis is placed on strategies that promote differentiated instruction and the creation of an inclusive learning environment, where each student is afforded the opportunity to develop to their full potential. Addressing these individual learning needs transforms teaching into a meaningful and interactive process.

Exploration of pedagogical principles within this guide reinforces the notion that teaching is both an art and a science. A sound pedagogical approach—grounded in research and informed by practice—extends beyond the delivery of content. It involves cultivating student interest, fostering critical thinking, and encouraging self-regulation and autonomy.

Key principles such as scaffolding, the zone of proximal development, formative feedback, and learner autonomy are not only theoretical constructs, but also serve as practical tools that empower students and elevate the educational experience.

This guide vividly illustrates the idea that every teacher is a motivator, and that the future of learners is intrinsically linked to educators' approaches to teaching and learning.

We believe that this methodological guide will serve as a fundamental resource offering methodical and practical recommendations for teachers across all subject areas.

Acknowledgement



This book would not have been possible without the great visionaries of this wonderful country of Uzbekistan. A special commendation should go for the President of the Republic of Uzbekistan, the honourable **Mr Shavkat Mirziyoyev**. The vision articulated for the education system by the president, particularly through the Presidential Schools, reflects a forward-thinking approach centered on global competitiveness and national development. This vision empowers students to become global citizens and active contributors to Uzbekistan's future. Additionally, it places teachers at the heart of meaningful change, with a focus on high standards, innovation, and excellence in teaching and learning. It allowed for collaboration between highly trained Uzbek teachers and skilled international professionals in their respective fields of education.



Special praise should also go for the Minister of preschool and school education of the Republic of Uzbekistan, **Ms Hilola Umarova**. She is leading a bold initiative to build an inclusive, high-quality education system, and materialising the vision of the president. At the center of her vision is the belief that teachers are the driving force behind educational transformation. Her goals focus on expanding access, improving quality, and ensuring that all students, especially the gifted, are prepared to thrive in a rapidly changing world. Her ideology and desire for greatness for the learners and people of Uzbekistan inspired me to develop this Methodology Handbook which will hopefully help to inspire future and current teachers.



A special thanks should go to **Mr Jasurbek Salaev**. Your Ideology and positive mindset is highly inspirational and forward-thinking. Your vision of collaboration between the Presidential school and the Pedagogical institute has allowed for huge success in the deliverance of meaningful and constructive teacher development. The incorporation of masterclasses at your institute and the introduction of methodology practice and training allowed teachers to develop positively and courageously. This collaboration also allowed for the atmosphere of learning and teaching of the Presidential school to be incorporated in the Pedagogical institute.



Special commendation and mention to my director at the Presidential school in Khiva, **Mr Sattorbek Yuldashev**. A more powerful, brilliant, young mind I have never encountered before. Your special leadership style allows every individual to develop and grow to their full potential. Without your guidance and inspiration, this book would have been extremely difficult and complicated to finalise. Your vision and love for your staff,

your school, the education system and the future of the learners and students of this country, is evident in everything you do and say. You are a true inspiration.

A very big word of thanks and appreciation to **Ms Zulfiya Sultanova**, Chief Specialist of the Science Development Department of the Pedagogical Center of Khorezm Region. Your tireless efforts and constant motivation to push me harder has been a major inspiration behind the completion of this book. Your work towards translation of this book to Uzbek will always be appreciated.

This book is dedicated to all the hardworking teachers of the Pedagogical Center in Khiva, the Presidential School in Khiva, as well as all teachers that might find this book of value to their teachings. I have never encountered more dedicated and hardworking individuals.

To all the teachers who made their lesson plans available, I have to thank you. Without you, there would have been a big open space in this book.

But most importantly, this book is for the children, the learners, the ones who touched my heart, and those who will continue to do so. Without you, I would not have had the strength to put to pen my ideas, and the ideas of other brilliant psychologists, teachers and facilitators to bring forth this Methodology Handbook.

- **DonovanSolomons**

Table of Contents

Section A. Introduction	172
A. Why a Methodology Teaching Handbook?	172
Purpose and Importance	172
1. Effective Learning:	173
2. Engaging Learners:	173
3. Adaptability and Flexibility:	174
4. Preparation for Future Success:	174
5. Assessment and Feedback:	174
6. Mastery of Content:	174
7. Planning and Organization:	174
8. Connecting with Learners:	175
9. Professional Development:	175
10. Reflection and Analysis:	175
11. Skill Enhancement:	175
Section 1. Pedagogical Principles	176
Learner-Centred Learning:	176
Active Learning:	176
Differentiated Instruction:	177
a) Content:	177
b) Process:	177
c) Product:	177
d) Learning Environment:	177
Assessment:	178
Assessment for Learning:	178
Constructivism:	179
Section 2. Mistakes, and the importance of making mistakes.....	180
Section 3: Teaching Methods.....	183
What are Teaching Methods?	183
The Importance of Teaching Methods	183
Types of Teaching Methods	185
1. Teacher Centred Instructions.....	185
2. Learner-Centered/Constructivist Approach.	188
3. Differentiated instruction.....	191
4. Technology-based learning.....	193
5. Project-Based Learning	196
6. Group learning.....	199
7. Individual learning	202
8. Inquiry-based learning	204
9. Kinesthetic learning.....	207
10. Game-based learning	209
11. Expeditionary learning	211
12. Flipped classroom.....	213
13. Role-playing.....	216
14. Problem-based learning	218
Effective Use of Diverse Teaching Methods: Tips for Teachers.....	220
Section 4: Effective Teaching, Lesson Planning and lesson execution	222
Effective Teaching	222

Methodology Teaching Handbook

Content Knowledge: A Cornerstone of Effective Teaching	222
Quality of Instruction.....	223
Creating a Positive and Challenging Teaching Climate	224
Classroom Management.....	226
What Are Teacher Beliefs?.....	228
Professional Behaviour for Teachers	229
Lesson Planning	230
The Importance of Planning a Lesson (for Teachers)	230
Why It Matters.....	231
Examples in Action.....	231
Section 5. Learning Styles.....	234
1. Visual Learners.....	236
2. Auditory Learners	238
3 Reading/Writing Learners:	240
4. Kinesthetic Learners:	242
Section 6: Classroom Management.....	244
Classroom Management for Teachers: Creating a Positive and Productive Learning Environment 244	
1. The Importance of Consistent Discipline in the Classroom.....	246
2. Establishing Clear Expectations	247
3. Classroom Layout.....	249
4. The Power of Learner Feedback in the Classroom.....	251
5. Harnessing the Power of Positive Reinforcement in the Classroom	253
6. Varied Instructional Strategies.....	255
7. Creating Effective Routines	257
8.Conflict Resolution: Equipping Learners with Lifelong Skills.....	263
9. Using Regular Check-Ups as a Classroom Management Strategy	266
10. The Benefits of Humour in Teaching	268
11. Communicating Consequences Effectively in the Classroom.....	271
12. Enhancing Classroom Management Through Technology Integration	274
13. Flexible Seating	276
14. Fostering Excitement in the Classroom	277
15. Avoiding Collective Punishment.....	279
16. Modelling Behaviour in the Classroom: Leading by Example	283
17. Fostering Learner Initiative in the Classroom	286
18. Integrating Peer Teaching into the Classroom.....	288
19. Effective Transitions in the Classroom.....	291
20. The Power of Self-Reflection in Teaching.....	295
Section 7:.....	302
Assessments.....	302
Understanding Assessment and Evaluation in Teaching.....	302
1. Pre-Assessment (Diagnostic Assessment) in the Classroom	303

2. Observations During Class Activities	305
3. Formative Assessment	307
4. Summative Assessment	313
Conclusion.....	316
References:	318
Annexure A.....	319
Sample Lesson Plans for Various Subjects	319

Section A. Introduction

A. Why a Methodology Teaching Handbook?

In today's dynamic and diverse educational landscape, the role of the teacher goes far beyond delivering content. Teachers are expected to inspire, guide, and adapt to the unique needs of every learner. A **Methodology Teaching Handbook** serves as a practical and strategic tool to support teachers in achieving these goals.

This handbook provides a comprehensive overview of effective teaching methods, instructional strategies, and assessment techniques. It aims to empower teachers with the knowledge and resources needed to create engaging, inclusive, and learner-centered learning environments.

Purpose and Importance

a) Guidance for Teachers

Whether you're a new teacher seeking foundational strategies or an experienced teacher looking to refine your practice, this handbook offers a reliable reference. It helps in selecting teaching methods that are **appropriate, relevant, and responsive** to varied learning situations.

b) Promoting Learner-Centered Learning

Today's classrooms are filled with diverse learners—each with unique strengths, interests, and challenges. This handbook encourages teaching approaches that place the **learner at the centre of the learning process**, fostering active participation, curiosity, and growth.

c) Supporting Planning and Instructional Design

The handbook offers a **clear framework for lesson planning**, including setting objectives, choosing instructional methods, and assessing learning outcomes. It provides tools that help teachers align their teaching with **curricular goals and standards**.

d) Encouraging Reflective Practice

Teaching is not static—it evolves. The methodology handbook promotes a mindset of **continuous improvement**, encouraging teachers to reflect on their practice, try new approaches, and adapt based on learner feedback and results.

e) Building Professional Consistency

In institutions with multiple teachers or facilitators, the handbook promotes **consistency in instructional quality** and expectations. It fosters a shared understanding of effective teaching, contributing to a cohesive and collaborative teaching culture.

- **Diagram: The Teaching & Learning Cycle**
(*Plan → Teach → Assess → Reflect → Adjust → Repeat*)

- **Infographic: Key Components of Effective Instruction**
 - Clear objectives
 - Engaging strategies
 - Formative assessment
 - Inclusive practices
 - Feedback and reflection

- **Chart: Matching Teaching Methods to Learning Styles**

Learning Style	Suggested Method	Tools
Visual	Diagrams, videos	Slides, graphic organizers
Auditory	Discussions, lectures	Podcasts, oral storytelling
Kinesthetic	Hands-on activities	Labs, role-plays
Read/Write	Journals, reading tasks	Articles, worksheets

1. Effective Learning:

Tailored Instruction:

The handbook provides a framework for teaching, outlining various methods and techniques that can be used to achieve specific learning outcomes.

It helps teachers move beyond rote memorization and towards a more engaging and understanding-based approach.

By understanding different methodologies, teachers can choose the most appropriate one for their learners and the subject matter.

2. Engaging Learners:

The handbook emphasizes the importance of active learning, encouraging teachers to involve learners in the learning process.

Different methodologies cater to various learning styles (auditory, visual, kinesthetic), maximizing retention and understanding.

By using diverse methods, teachers can keep learners interested and motivated, fostering a positive learning environment.

3. Adaptability and Flexibility:

The handbook provides guidance on adapting teaching methods to different subjects, grade levels, and learner abilities.

It helps teachers understand how to adjust their approach based on the needs of individual learners and the overall classroom dynamic.

This flexibility allows teachers to create a more personalized learning experience for each learner.

4. Preparation for Future Success:

Teaching methods that emphasize critical thinking, collaboration, and problem-solving prepare learners for future challenges in higher education and their careers.

By learning how to learn effectively, learners develop lifelong learning skills that will be valuable throughout their lives.

5. Assessment and Feedback:

The handbook provides guidance on how to assess learner learning and provide effective feedback.

By understanding how different teaching methods impact assessment, teachers can create more accurate and meaningful evaluations.

Feedback is an important tool for both teachers and learners, helping to improve learning and track progress.

6. Mastery of Content:

Effective teaching methods, outlined in the handbook, help learners master the course content and learn how to apply it in various contexts.

7. Planning and Organization:

Curriculum Development:

The handbook provides guidance on curriculum planning, lesson design, and assessment strategies.

Resource Utilization:

It suggests appropriate resources, tools, and technologies to enhance the learning experience.

Time Management:

It helps teachers plan their lessons efficiently and allocate time effectively.

8. Connecting with Learners:

Building Relationships:

The handbook emphasizes the importance of creating a positive and supportive learning environment where learners feel comfortable asking questions and participating in discussions.

Understanding Individual Needs:

It encourages teachers to observe learners and adapt their teaching methods based on their individual needs and learning preferences.

Promoting Collaboration:

The handbook often highlights the benefits of collaborative learning and provides strategies for facilitating group work and discussions.

9. Professional Development:

Continuous Improvement:

A teaching methodology handbook serves as a valuable resource for professional development, allowing teachers to stay updated on new teaching techniques and best practices.

10. Reflection and Analysis:

It encourages teachers to reflect on their own teaching practices and analyse their effectiveness in promoting learner learning.

11. Skill Enhancement:

The handbook provides opportunities for teachers to develop and enhance their skills in areas such as classroom management, assessment, and technology integration.

During the course of our experience and perusal of this handbook, we will make continuous reference to many fundamental values that must be adhered upon in a typical classroom. Below are some key attributes that will be explored in more depth and details later in this handbook.

Section 1. Pedagogical Principles

As teachers, we stand at the intersection of knowledge and human potential. Our role goes far beyond delivering content—we shape learning experiences that inspire curiosity, foster critical thinking, and nurture personal growth. At the heart of effective teaching lie core pedagogical principles: foundational ideas that guide how we design instruction, interact with learners, and create inclusive, engaging learning environments.

Whether you're a new teacher laying the groundwork for your practice or an experienced teacher refining your approach, understanding and applying sound pedagogical principles ensures your teaching is both purposeful and impactful. These principles not only align with educational research but also reflect the dynamic, learner-centered reality of today's classrooms.

In the following sections, we'll explore the key pedagogical principles that support meaningful learning, promote equity, and empower learners to become active participants in their educational journey.

Learner-Centred Learning:

This approach prioritizes the needs, interests, and learning styles of individual learners, empowering them to take ownership of their learning journey.

Key elements:

Learner Voice: Encouraging learners to participate in the learning process and share their perspectives.

Autonomy and Self-Directed Learning: Fostering independence and allowing learners to set goals, make choices, and evaluate their progress.

Collaboration: Promoting teamwork and interaction among learners to facilitate learning and develop social skills.

Feedback and Assessment: Providing regular and constructive feedback to guide learners' learning and identify areas for improvement.

Active Learning:

This approach emphasizes engaging learners in the learning process through hands-on activities, discussions, and problem-solving, rather than passively receiving information.

Key elements:

Engagement: Creating a dynamic and interactive learning environment that keeps learners actively involved.

Critical Thinking: Encouraging learners to analyse, evaluate, and synthesize information.

Problem-Solving: Providing opportunities for learners to apply their knowledge and skills to real-world problems.

Differentiated Instruction:

This approach recognizes that learners learn in different ways and at different paces, and therefore, teachers should adapt their instruction to meet the individual needs of each learner.

Key elements:

Differentiated instruction focuses on adapting teaching to meet individual learner needs, primarily through modifications in content, process, product, and learning environment. This approach recognizes that learners learn differently and at various paces, so the elements of instruction are adjusted accordingly to enhance engagement and understanding.

a) Content:

This refers to the knowledge and skills learners need to master, and it can be differentiated by adjusting the complexity, difficulty, or presentation of the material. For example, a teacher might provide different reading passages for learners at varying reading levels.

b) Process:

This involves the activities and strategies learners use to learn and interact with the content. Differentiated processes might include offering a variety of instructional methods (e.g., group work, individual projects, online activities) or providing different types of support (e.g., tutoring, visual aids).

c) Product:

This refers to how learners demonstrate their understanding and can be differentiated based on learner interests and learning preferences. For example, learners might be given options to create a written report, a presentation, a video, or an interactive project.

d) Learning Environment:

This encompasses the physical and psychological aspects of the classroom. It can be differentiated by creating flexible spaces for work, providing a range of resources, or offering opportunities for collaboration and independent learning.

Assessment:

Regularly assessing learners' understanding and progress to identify areas where they need additional support or challenge.

Flexibility: Being adaptable and willing to adjust teaching methods and materials to meet the diverse needs of learners.

Variety: Providing a range of learning activities and resources to cater to different learning styles and preferences.

Assessment for Learning:

Assessment for Learning refers to any assessment activity that helps teachers and learners gather information about learner understanding, so that teaching and learning can be adjusted in real-time to better meet learner needs.

Key Features:

a) Formative Purpose:

- AfL is *formative*, meaning it takes place *during* learning, not after.
- Its goal is to improve learning, not to assign a final grade.

b) Feedback-Rich:

- Learners receive *clear, constructive, and timely feedback* to help them improve.
- Feedback focuses on progress toward learning goals, not just on what's right or wrong.

c) Learner Involvement:

- Learners are active participants—they reflect on their learning, set goals, and use feedback to improve.
- Peer and self-assessment are common strategies.

d) Informs Instruction:

- Teachers use assessment data to *adjust their teaching*.
- Helps identify what learners understand, where they struggle, and how to address gaps.

Examples of Assessment for Learning:

- Exit tickets or quick quizzes to gauge understanding.
- Think-pair-share discussions to observe reasoning.
- Rubrics and success criteria shared before tasks.
- Observations and questioning during lessons.
- Learner goal setting and reflection journals.

Benefits:

- ✓Promotes a *growth mindset*.
- ✓Encourages *learner ownership* of learning.
- ✓Builds *strong teacher-learner relationships*.
- ✓Leads to *higher achievement* by addressing needs early.

Constructivism:

Learners actively construct their own knowledge through experiences and interactions.

Scaffolding: Providing temporary support to help learners learn new concepts or skills, gradually reducing support as they become more proficient.

Building on Prior Knowledge: Connecting new information to learners' existing knowledge and experiences.

Creating Authentic Contexts for Learning: Making learning relevant and meaningful by connecting it to real-world situations.

Section 2. Mistakes, and the importance of making mistakes.

As teachers, we know that making mistakes is a crucial part of the learning process. Mistakes not only highlight areas where learners need improvement, but they also create opportunities for deeper engagement with the material and foster a richer understanding. By embracing mistakes in the classroom, we help learners build resilience, develop a growth mindset, and become more confident in their learning journey.

Here's a closer look at how mistakes benefit learners:

i) Deeper Learning:

When learners make mistakes, they are forced to reflect on what went wrong and why. This process of error analysis encourages them to engage more deeply with the content and reinforces the correct information, leading to a stronger grasp of the material.

ii) Building Resilience:

Mistakes provide valuable opportunities for learners to learn how to cope with failure and keep moving forward. Over time, this helps them develop resilience—an essential skill for overcoming future challenges, both in school and beyond.

iii) Encouraging a Growth Mindset:

By fostering an environment where mistakes are viewed as learning opportunities rather than failures, we help cultivate a growth mindset in our learners. This mindset shifts their perspective, allowing them to see errors as part of the process of learning and growth.

iv) Developing Self-Awareness:

Mistakes also help learners become more aware of their learning processes. When they recognize where they are struggling, they can adjust their study strategies, seek additional support, or simply become more focused on areas where they need improvement. This self-awareness is a key component of lifelong learning.

v) Fostering Creativity:

Sometimes, mistakes lead learners to unexpected insights and innovative solutions. When they are forced to reconsider their approach, they often come up with creative alternatives they might not have considered otherwise. This process enhances their problem-solving skills and encourages out-of-the-box thinking.

vi) Building Confidence:

When learners feel supported in making mistakes, they become more willing to take risks and try new things. By encouraging them to view mistakes as part of the learning process, we help them build confidence in their ability to tackle challenges and grow.

In the classroom, when we create a culture that embraces mistakes, we give our learners the tools they need to reflect, learn, and grow. This approach not only helps them become more resilient and creative but also sets the stage for greater academic success and personal development. Ultimately, fostering an environment where mistakes are seen as opportunities for growth helps learners develop the skills they need to succeed in both their academic journey and in life.

John Dewey, an influential educational reformer, once said, "Failure is instructive. The person who really thinks learns quite as much from his failures as from his successes." This statement speaks to the powerful role mistakes play in the learning process. As teachers, we have the unique opportunity to guide learners through their errors, helping them grow and develop in ways that go far beyond content knowledge.

Here are several key benefits that come from allowing learners to make mistakes and learn from them:

a) Learners Learn from Their Mistakes

Mistakes are a crucial part of the learning journey. Whether it's academic challenges, social interactions, or sports, learners learn invaluable lessons when they make errors. They gain persistence in overcoming obstacles and resilience in facing failure. As teachers, it's important to create a supportive and welcoming environment where learners feel safe to make mistakes. This allows them to own their learning process and understand that mistakes are not a sign of failure, but an opportunity for growth.

b) Experiencing Failure Makes Success Sweeter

When learners experience continuous success without setbacks, it can diminish the value of their achievements. However, when they face challenges or failures along the way, the satisfaction and sense of accomplishment they feel after persevering through difficulty becomes much more meaningful. This not only boosts their motivation but also prepares them for the inevitable ups and downs they will encounter in life beyond the classroom.

c) Fosters Responsibility and Independence

Mistakes provide learners with an important lesson in personal responsibility. When learners face the natural consequences of their actions—such as failing a test due to

lack of preparation—they learn valuable life lessons. These experiences encourage them to take ownership of their decisions and understand that they can control their future success by making thoughtful choices. As teachers, we can help guide them through this process by providing feedback and support, but ultimately, it's the act of reflection on their mistakes that fosters growth.

d) Develops Problem-Solving and Critical Thinking Skills

Allowing learners to make mistakes encourages them to engage in deeper thinking and problem-solving. When they are wrong, they must find a way to correct their error or think of a new approach. This helps learners develop crucial skills in analysis, critical thinking, and decision-making. These abilities not only enhance their academic performance but also serve them well in higher education and the workforce.

By fostering an environment where mistakes are seen as part of the learning process, we can cultivate a classroom where learners are empowered to take risks, develop resilience, and become independent thinkers. Mistakes are not to be feared but embraced as essential stepping stones on the path to success.

As teachers, we have the power to guide learners through their mistakes, helping them to understand that failure isn't the end—it's just another opportunity to learn, grow, and improve.

Section 3: Teaching Methods

What are Teaching Methods?

Teaching methods encompass a wide variety of strategies that teachers and facilitators use to foster an engaging and effective learning environment. These approaches range from traditional lectures and interactive discussions to hands-on activities and the integration of technology. Each method is designed to help learners connect with the material, enhance their critical thinking, and retain and apply what they learn.

A key advantage of using various teaching techniques is their ability to cater to different learning styles. For instance, visual learners might excel with the help of diagrams and multimedia resources, while kinesthetic learners benefit from interactive, hands-on experiences. Auditory learners, on the other hand, may thrive during discussions or through listening to explanations. By employing a diverse set of teaching methods, teachers can address the unique needs of all learners, ensuring that everyone has the opportunity to succeed.

Moreover, selecting the right teaching method is crucial for meeting specific learning outcomes. Some techniques are particularly effective for introducing new concepts and laying down foundational knowledge. In contrast, others are more suited to developing critical thinking, problem-solving skills, and fostering collaboration among learners. This targeted use of various methods allows teachers to align their teaching strategies with the specific goals of each lesson.

In summary, a well-rounded teaching approach that incorporates multiple methods is essential for creating a supportive and dynamic classroom environment. When teachers understand and strategically apply the strengths and limitations of different teaching techniques, they can design lessons that not only deliver content but also promote the overall development of their learners, helping them to achieve their full potential.

The Importance of Teaching Methods

As teachers, one of our primary goals is to create a learning environment that is both engaging and effective. The use of varied teaching methods plays a critical role in achieving this goal. In today's diverse classrooms, understanding and applying a range of instructional strategies is essential to meeting the needs of all learners.

Incorporating different teaching methods allows us to better engage learners by appealing to their individual learning styles. While some learners may respond well to direct instruction and lectures, others may learn more effectively through discussion, hands-on activities, or collaborative projects. By diversifying our

approach, we can capture learner interest and promote active participation in learning.

Equally important is aligning our teaching methods with specific learning objectives. For example, lectures can be effective for delivering foundational knowledge, whereas group work and experiential learning are ideal for developing critical thinking, communication, and problem-solving skills. Choosing the right method for the right purpose ensures that our instruction is intentional and impactful.

Varied instructional strategies also contribute to a more inclusive and supportive classroom environment. By recognizing and accommodating different learning needs, we help all learners feel seen, valued, and capable of success. This inclusive approach fosters a positive classroom culture and encourages learner confidence and motivation.

In your role as an teacher, reflecting on the strengths and limitations of different teaching methods—and how they align with your learners' needs—will help you design more effective lesson plans and create a more dynamic learning experience. As you continue your teaching journey, consider experimenting with new strategies, collaborating with colleagues, and continuously refining your practice based on learner feedback and outcomes.

Types of Teaching Methods

1. Teacher Centred Instructions

This is probably one of the most common methods used in many classrooms.

Teacher-Centered Instruction: An Overview

Teacher-centered instruction is a traditional and widely used teaching approach in which the teacher serves as the primary source of knowledge and authority in the classroom. In this model, the teacher directs the learning process, controls the flow of information, and sets the pace of instruction. Learners are primarily expected to listen, absorb information, and follow the teacher's guidance.

One of the key advantages of teacher-centered instruction is its efficiency in delivering content to large groups of learners. This method allows for a highly structured and organized learning environment, making it particularly effective for introducing new concepts and laying the groundwork for foundational knowledge. The clear expectations and consistent routines often associated with this model can also create a stable learning atmosphere, especially in settings where classroom management is a priority.



However, teacher-centered instruction is not without its limitations. One common critique is that it tends to promote passive learning, where learners are recipients rather than participants in the educational process. This can hinder the development of critical thinking, problem-solving, and collaborative skills—competencies that are increasingly emphasized in 21st-century education. Additionally, the one-size-fits-all nature of this approach may not adequately address the diverse learning needs, styles, and backgrounds of all learners.

In conclusion, the effectiveness of teacher-centered instruction depends on the teacher's ability to deliver content in a clear, engaging, and accessible manner. While it remains a valuable tool for structured content delivery and knowledge transmission, it should be balanced with learner-centered strategies that encourage active participation and deeper learning. By understanding the strengths and limitations of various instructional approaches,

teachers can make informed decisions that support meaningful, inclusive, and effective learning experiences for all learners.

Examples of Teacher-Centred Learning can include:

a) Lecture-Based Delivery

Used to introduce new content or explain complex topics efficiently.

- Application: A high school history teacher presents a detailed lecture on the Industrial Revolution, using slides and guided notes to structure the session.
- Benefit: Allows for efficient delivery of large amounts of information within a limited time frame.

b) Direct Instruction

Highly structured lessons with clear learning objectives, modelling, guided practice, and independent work.

- Application: A math teacher models solving linear equations on the board, walks learners through several examples, then assigns practice problems.
- Benefit: Supports skill mastery through scaffolded learning and repetition.

c) Demonstration

The teacher performs a task or experiment while learners observe and take notes.

- Application: A science teacher demonstrates a lab technique or chemical reaction before learners replicate it.
- Benefit: Provides a clear, visual model of expected outcomes or procedures.

d) Drill and Practice

Repetitive practice aimed at developing fluency or automaticity in foundational skills.

- Application: An elementary teacher uses daily multiplication drills to reinforce math fact recall.
- Benefit: Builds speed and accuracy in basic skills that support higher-level learning.

e) Teacher-Led Questioning

The teacher asks structured questions to check for understanding or guide discussion.

- Application: A teacher poses comprehension and inference questions during a class reading, prompting specific responses.
- Benefit: Keeps the discussion focused and aligned with instructional goals.

f) Controlled Class Discussion

A discussion format where the teacher maintains control over topic shifts, pacing, and participation.

- Application: In a social studies class, the teacher facilitates a conversation on civic responsibility, calling on learners to contribute ideas related to key vocabulary.
- Benefit: Ensures that critical content is covered while still allowing for learner input.

g) Whole-Class Reading or Review

The teacher leads the class through a text or review activity in a highly structured format.

- Application: During test prep, a teacher reviews key concepts with the entire class, asking targeted questions and clarifying misconceptions.
- Benefit: Reinforces essential knowledge and allows for real-time correction and clarification.

While teacher-centered instruction may not promote the same level of autonomy or exploration as learner-centered approaches, it plays a vital role in building foundational knowledge, ensuring consistency, and maintaining classroom structure. When thoughtfully balanced with interactive methods, it can significantly enhance learner learning outcomes.

2. Learner-Centered/Constructivist Approach.

The learner is the centre of the learning process



Another effective instructional method is the learner-centered or constructivist approach, which emphasizes active learning and places learners at the heart of the educational experience. In this model, the teacher takes on the role of facilitator—guiding, supporting, and challenging learners as they take ownership of their learning through exploration and discovery. This method may include, but is not limited to Inquiry-Based learning, Project Based Learning, Group Learning, and many more.

One of the key benefits of this approach is that it fosters critical thinking and deeper understanding. By encouraging learners to engage actively with the material, they build essential problem-solving skills and are more likely to retain and apply what they've learned. It also allows for greater differentiation, as learners can interact with the content in ways that align with their individual learning styles and needs.

That said, implementing a learner-centered approach can be challenging—especially in larger classes. It requires careful planning, flexibility, and the ability to manage a dynamic learning environment. Additionally, some learners may struggle with the increased independence and may need more structure and scaffolding to thrive.

Some examples of Learner- centred learning can include the following:

a) Project-Based Learning (PBL)

Learners work over an extended period to investigate and respond to real-world challenges or questions.

- Example: In a science class, learners design and present their own sustainable energy solutions for their community.
- Why it works: Encourages collaboration, creativity, and problem-solving while connecting learning to authentic issues.

b) Inquiry-Based Learning

Learners explore topics by asking questions, conducting research, and constructing knowledge through discovery.

- Example: In a social studies unit, learners develop their own questions about ancient civilizations and research answers using multiple sources.
- Why it works: Builds curiosity, promotes independent learning, and supports critical thinking.

c) Choice Boards or Learning Menus

Learners select from a range of activities or tasks to demonstrate understanding of a topic.

- Example: In an ELA class, learners choose from a menu of activities (e.g., write a poem, record a podcast, create a storyboard) to analyse a novel.
- Why it works: Offers voice and choice, catering to different learning styles and interests.

d) Collaborative Group Work

Learners work together in small groups to complete tasks, solve problems, or create presentations.

- Example: In a math class, learners collaborate to solve a multi-step word problem, explaining their reasoning to the class.
- Why it works: Promotes communication skills, peer learning, and teamwork.

e) Flipped Classroom

Learners access instructional content (e.g., videos, readings) at home, and use classroom time for hands-on practice and deeper exploration.

- Example: A teacher assigns a video on a science concept for homework, then facilitates lab experiments and discussions in class.
- Why it works: Shifts passive content delivery out of the classroom, making time for active engagement and individualized support.

f) Learner-Led Conferences or Presentations

Learners reflect on their learning and share progress with peers, teachers, or families.

- Example: At the end of a unit, learners present their digital portfolios or final projects to classmates or parents.
- Why it works: Fosters ownership, accountability, and communication skills.

g) Learning Stations or Centres

Learners rotate through different tasks or activities at various stations, often working independently or in small groups.

- Example: In a literacy block, stations may include guided reading, independent writing, vocabulary games, and a listening centre.
- Why it works: Encourages self-management, differentiation, and a variety of learning modalities.

h) Personalized Learning Paths

Instruction is tailored to individual learner needs, goals, and pace.

- Example: In a blended learning environment, learners use adaptive software to practice math at their own level while the teacher provides targeted mini-lessons.
- Why it works: Supports diverse learners by meeting them where they are and allowing for progress at an individualized pace.

Learner-centered learning empowers learners to take ownership of their education, engage more deeply with content, and develop transferable skills like collaboration, problem-solving, and self-regulation. As teachers, integrating even small elements of learner choice, inquiry, and reflection can make a big difference in classroom culture and outcomes.

In summary, the learner-centered approach can be a powerful tool in your teaching toolkit. When used thoughtfully, it can enhance learner engagement and support meaningful learning. Understanding when and how to use this method—alongside more traditional strategies—can help you design effective, inclusive lessons that support all learners.

3. Differentiated instruction

Differentiated instruction is another type of teaching method that emphasizes meeting the diverse needs of learners

Differentiated instruction is an instructional approach that aims to address the diverse learning needs, readiness levels, interests, and backgrounds of learners. As teachers, we know that no two learners are exactly alike—differentiated instruction acknowledges this reality and encourages us to plan and deliver instruction that is flexible and responsive.



One of the primary benefits of differentiated instruction is that it allows us to meet learners where they are. By designing varied activities, grouping strategies, and assessment methods, we can support individual growth while also maintaining high expectations for all learners. This approach often leads to increased learners engagement and ownership of learning, as they feel their needs and strengths are being

recognized.

Of course, implementing differentiation effectively requires careful planning and management. In larger classrooms, it can be challenging to balance multiple learning paths and ensure all learners are receiving the support they need. Some learners may also require more structure and scaffolding than this approach typically offers, which means ongoing assessment and adjustment are essential.

Ultimately, differentiated instruction is a valuable tool in our teaching toolkit. When thoughtfully applied, it can enhance learner learning and create more inclusive, equitable classrooms. As professionals, our ability to adapt and refine our methods is key to helping all learners succeed.

Some examples of Differentiated instructions should include the following:

Content (what learners learn):

1. Tiered Assignments: Learners work on the same concept but at different levels of complexity based on their readiness.

- Example: For a history unit, advanced learners might analyse primary sources while others summarize textbook information.
- 3. Choice of Topics: Learners choose topics that interest them within a subject.
 - Example: In a science class studying ecosystems, some learners research the rainforest, others the desert, etc.

Process (how learners learn):

- 3. Learning Centres or Stations: Learners rotate through stations that focus on different learning styles or levels.
 - Example: One station has a hands-on activity, another offers a video, and another has a reading passage with questions.
- 4. Flexible Grouping: Group learners by similar skill level, interest, or learning profile, and switch them up often.
 - Example: Reading groups formed by reading level or by a shared book interest.

Product (how learners demonstrate understanding):

- 3. Menu of Options: Learners choose how to show what they learned (e.g., poster, video, report, skit).
 - Example: After a unit on geometry, one learner creates a 3D model, another writes a song, another gives a presentation.
- 4. Rubrics with Choice: A single rubric evaluates multiple project types based on key skills/criteria.

Learning Environment:

- 3. Quiet vs. Active Areas: Create classroom zones for different working styles—quiet corners for focus, group tables for collaboration.
- 4. Flexible Seating: Let learners choose where they work best (standing desks, floor cushions, traditional desks).

4. Technology-based learning



Technology-based learning is a type of teaching method that incorporates technology into the learning process

Technology-Based Learning: Opportunities and Considerations for Teachers

Technology-based learning, commonly referred to as e-learning, is an instructional approach that incorporates digital tools and resources into the teaching and learning process. This method encompasses a wide range of formats, including virtual classrooms, learning management systems, interactive software, and multimedia content.

One of the primary advantages of e-learning is its flexibility. Learners can engage with instructional materials at their convenience, making it particularly beneficial for learners with diverse schedules, varying learning needs, or limited access to traditional classroom settings. It also allows for self-paced learning, enabling learners to revisit content, receive instant feedback, and take ownership of their learning journey.

Moreover, technology-based learning supports active and multimodal engagement. Through the use of videos, simulations, animations, and interactive assessments, teachers can present complex concepts in more accessible and engaging ways. These tools not only enhance comprehension but also cater to different learning styles. Additionally, e-learning platforms often provide opportunities for collaborative learning through online discussions, group projects, and real-time communication with peers and instructors.

However, it is essential for teachers to acknowledge and address the challenges associated with e-learning. The lack of in-person interaction can lead to feelings of isolation or disengagement among learners, particularly those who thrive in social learning environments. Furthermore, issues related to digital equity—such as inconsistent access to devices or reliable internet—can hinder participation and academic success.

In light of these factors, teachers are encouraged to adopt a balanced and intentional approach to technology integration. By combining technology-based methods with face-to-face instruction or other pedagogical strategies, teachers can create inclusive, engaging, and effective learning environments that support a wide range of learners.

In conclusion, technology-based learning represents a powerful tool in modern education. As it continues to evolve, it is crucial for teachers to thoughtfully design and implement digital learning experiences that align with both instructional goals and learner needs.

Some examples of Technology Based learning might include:

a) Gamified Learning Platforms

- Examples: Kahoot!, Quizizz, Prodigy, Duolingo
- Purpose: Makes learning fun and competitive, great for review and engagement.
- How it works: Learners answer questions in game format, earning points and badges.

b) Adaptive Learning Software

- Examples: IXL, DreamBox, Khan Academy
- Purpose: Provides personalized pathways based on learner performance.
- How it works: The platform adjusts the difficulty level and suggests practice based on individual progress.

c) Video-Based Learning

- Examples: Edpuzzle, YouTube EDU, Crash Course
- Purpose: Visual explanations help learners grasp difficult concepts at their own pace.
- How it works: Teachers assign or create videos with interactive questions or discussions embedded.

d) Educational Apps

- Examples: Seesaw, ClassDojo, Nearpod
- Purpose: Encourage interactive lessons, learner portfolios, and parent communication.
- How it works: Learners can upload assignments, record reflections, or complete interactive slides.

e) Virtual Simulations and Labs

- Examples: PhET Interactive Simulations, Gizmos
- Purpose: Allow learners to experiment in a safe, virtual environment.
- How it works: Learners manipulate variables in science or math simulations to see outcomes instantly.

f) Learning Management Systems (LMS)

- Examples: Google Classroom, Canvas, Schoology
- Purpose: Organizes lessons, assignments, grades, and feedback in one place.
- How it works: Teachers post resources, quizzes, and assignments; learners submit work and see feedback.

g) Collaborative Tools

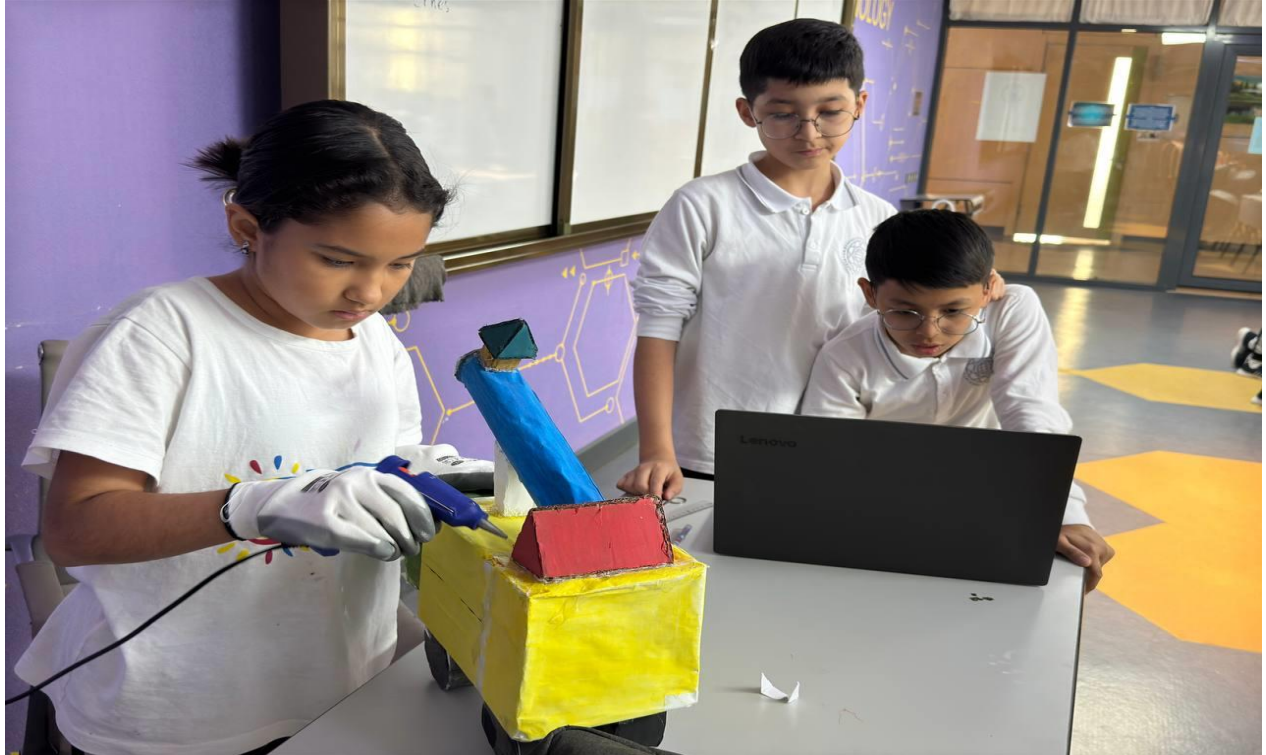
- Examples: Google Docs/Slides, Padlet, Jamboard
- Purpose: Encourage teamwork and shared creativity.
- How it works: Learners co-edit documents or brainstorm together in real-time.

h) Virtual Reality (VR) / Augmented Reality (AR)

- Examples: Google Expeditions, Merge EDU, CoSpaces
- Purpose: Brings abstract or far-away experiences to life (e.g., inside the human body or ancient ruins).
- How it works: Learners explore immersive environments with VR headsets or AR apps.

5. Project-Based Learning

Project-based learning (PBL) is a type of teaching method that emphasizes hands-on, real-world experiences



Project-Based Learning: A Practical Approach for Today's Classrooms

Project-Based Learning (PBL) is an instructional strategy that emphasizes hands-on, real-world learning experiences and collaborative problem-solving. In a PBL environment, learners engage in extended projects that culminate in a meaningful product, presentation, or solution. These projects are often interdisciplinary, integrating knowledge and skills from multiple subject areas, and can take many forms—from research papers and digital media productions to community initiatives or product prototypes.

One of the key benefits of PBL is its ability to foster critical thinking, problem-solving, and collaboration skills. Rather than passively receiving information, learners actively apply their learning in authentic contexts. This not only deepens understanding but also helps learners see the relevance of what they're learning. PBL also encourages learner agency; learners are often involved in planning and decision-making, which can lead to increased ownership and motivation.

For many teachers, one of the most compelling aspects of PBL is its potential to boost learner engagement. When projects are connected to learners' interests or real-world issues, they are more likely to be invested and willing to put forth

sustained effort. PBL can also be highly inclusive, offering diverse ways for learners to demonstrate understanding and contribute meaningfully.

That said, PBL does come with challenges. Planning and managing a successful project requires significant time and preparation, especially in ensuring alignment with learning objectives and standards. Assessment can also be complex, particularly when it comes to evaluating both the process and the final product. Additionally, some learners may struggle in a less structured environment, especially if they are accustomed to more traditional, teacher-directed instruction.

As with any instructional strategy, the effectiveness of PBL depends on thoughtful design and implementation. Clear expectations, scaffolding, and formative assessments are essential to keep learners on track and to ensure learning goals are being met. When used strategically, project-based learning can be a powerful tool to cultivate deeper learning and prepare learners with the skills they need beyond the classroom.

Some good examples of Project Based Learning might include:

Science PBL Examples

a) Build a Sustainable City

- Grade: Middle to High School
- Driving Question: *How can we design a city that is environmentally sustainable?*
- Tasks: Learners research renewable energy, waste management, transportation, and green buildings, then build a model or digital blueprint of their city.

b) Save the Pollinators Campaign

- Grade: Elementary to Middle
- Driving Question: *How can we help protect pollinators in our community?*
- Tasks: Learners investigate pollinator decline, create awareness materials (videos, posters), and plant pollinator-friendly gardens.

Social Studies PBL Examples

c) Living History Museum

- Grade: Elementary to Middle
- Driving Question: *What can we learn from historical figures who changed the world?*

- Tasks: Learners research a historical figure, write a monologue in their voice, and "become" them in a museum-style presentation.

d) Social Justice Podcast

- Grade: High School
- Driving Question: *How can we raise awareness about social issues affecting our world today?*
- Tasks: Learners research a modern issue (climate justice, racial equity, etc.), write a script, and produce a podcast episode.

Math PBL Examples

e) Budget for a Dream Vacation

- Grade: Middle School
- Driving Question: *How do we plan a vacation within a budget?*
- Tasks: Learners research destinations, airfare, food, and lodging, calculate costs, convert currency, and create a travel brochure with a detailed budget.

f) Design a Theme Park

- Grade: Upper Elementary to Middle
- Driving Question: *How can we apply geometry and measurement to design an amusement park?*
- Tasks: Learners use area, perimeter, and scale drawings to plan rides, restaurants, and pathways.

STEAM / Cross-Curricular PBL Examples

g) Invent Something That Solves a Problem

- Grade: Any
- Driving Question: *How can we design a product that makes life easier?*
- Tasks: Identify a real-life problem, brainstorm and prototype a solution, present to a "Shark Tank"-style panel.

h) Local Community Improvement Project

- Grade: Middle to High School
- Driving Question: *What can we do to improve our neighbourhood or school community?*
- Tasks: Learners identify a local issue, collaborate with stakeholders, propose solutions, and present to community leaders.

6. Group learning

Group learning is a type of teaching method that emphasizes the importance of social interaction and cooperation



Implementing Group Learning in the Classroom

Group learning, or collaborative learning, is an instructional approach that leverages social interaction to enhance learner engagement and deepen understanding. By working in small groups, learners tackle assignments, solve problems, and learn from one another—transforming the classroom into a more dynamic and learner-centered environment.

One of the most significant benefits of group learning is its ability to foster active participation. When learners collaborate, they not only reinforce their own understanding by teaching others, but also gain exposure to diverse perspectives and problem-solving strategies. This approach can boost confidence, build motivation, and lead to more meaningful learning outcomes. Additionally, group work cultivates essential life skills such as communication, teamwork, and leadership—skills that are increasingly important in both academic and real-world contexts.

However, group learning does come with challenges. Variations in ability levels can lead to uneven contributions, and some learners may struggle with group dynamics or feel hesitant to participate. To mitigate these issues, it's crucial to set clear expectations, structure group tasks thoughtfully, and provide consistent monitoring

and support. Establishing norms for collaboration and using strategies like role assignments or peer evaluations can help ensure equitable participation.

When implemented intentionally, group learning can transform your classroom into a collaborative, learner-driven space that not only promotes academic achievement but also prepares learners for future collaborative environments.

Here are a few examples of group learning activities:

a) Study Groups

- A group of learners gathers to review material for an exam, discuss difficult concepts, and quiz each other. This collaborative approach helps reinforce learning by explaining concepts in different ways and provides diverse perspectives on the material.

b) Project-Based Learning

- Learners work together on a project that requires research, planning, and the creation of a final product (e.g., a presentation, report, or prototype). Each member contributes their expertise to different aspects of the project, learning from each other along the way.

c) Peer Teaching

- In this setup, learners take turns teaching each other specific topics. One learner explains a concept they are comfortable with, and others ask questions or clarify doubts. Teaching others reinforces their own understanding.

d) Case Studies or Problem-Solving Groups

- A group is given a real-world case study or problem to solve. Each member contributes their ideas and analysis to find a solution. This encourages critical thinking, research skills, and collaborative decision-making.

e) Debates and Discussions

- Learners are divided into groups to discuss a topic or debate an issue. Each group prepares arguments, and participants engage in structured dialogue, listening to opposing views and building their arguments with evidence. This enhances communication and critical thinking skills.

f) Collaborative Learning Platforms

- Online learning platforms, such as discussion forums, allow groups of learners to collaborate virtually. They may share resources, ask questions, and provide feedback on each other's ideas. Tools like Google Docs allow groups to work on shared documents, fostering real-time collaboration.

g) Role-Playing or Simulation Games

- Learners take on specific roles or personas within a simulated scenario, such as a business negotiation, historical re-enactment, or medical scenario. This helps participants understand different perspectives and practice skills like communication, empathy, and problem-solving.

h) Jigsaw Method

- In this method, each group member is assigned a different portion of the material to learn and then share their knowledge with the group. By putting together the pieces, the entire group gains a comprehensive understanding of the topic.

i) Brainstorming Sessions

- A group comes together to generate ideas or solutions for a particular problem. The emphasis is on free-thinking without judgment, and each member's input is valued. This fosters creativity and collaborative problem-solving.

j) Peer Review

- After completing individual tasks or projects, learners provide feedback to each other. This process not only improves the work but helps participants learn from one another's strengths and areas for improvement.

7. Individual learning

Individual learning is a type of teaching method that places the responsibility for learning on the learner

Facilitating Individual Learning in the Classroom



Individual learning—often referred to as self-directed learning—is an instructional approach that places learners at the centre of their own learning process. Rather than relying solely on teacher-led instruction, learners are encouraged to set personal goals, choose appropriate learning resources, and progress at a pace that suits their individual needs. In this model, the teacher’s role shifts from direct instruction to that of a guide, mentor, and resource provider.

One of the major strengths of individual learning is that it allows for personalized learning experiences. When learners have the autonomy to explore topics that interest them or focus on areas where they need more practice, they tend to demonstrate increased motivation, engagement, and retention of knowledge. This approach also helps learners build essential skills such as self-management, critical thinking, perseverance, and decision-making.

That said, self-directed learning is not without its challenges. Some learners may lack the executive functioning skills—like time management, goal-setting, or self-regulation—needed to thrive in an independent learning environment. Others may experience isolation or miss the benefits of peer interaction and feedback.

To support learners effectively, teachers should provide structure within the flexibility. This includes setting clear expectations, offering ongoing formative feedback, creating checkpoints for progress monitoring, and scaffolding independence through gradually released responsibility. Tools like learning contracts, digital portfolios, and reflection journals can also support accountability and growth.

When implemented with intention and support, individual learning can empower learners to take ownership of their learning and develop the independence they need for lifelong success.

Some examples of Individual learning may include the following methods:

a) Silent Reading / SSR (Sustained Silent Reading)

Learners read books of their choice quietly during class time. This encourages independent comprehension and vocabulary development.

b) Independent Worksheets or Assignments

Learners complete worksheets, essays, or problem sets on their own to practice concepts taught during a lesson—great for reinforcing understanding.

c) Self-Paced Learning Modules

Learners work through online lessons, videos, or packets at their own speed. These are often used in blended or flipped classrooms.

d) Journal Writing or Reflection

Learners write personal responses to prompts, reflect on their learning, or keep a learning journal. This builds metacognition and writing skills.

e) Solo Projects or Research

Learners choose a topic, research it independently, and present their findings in a report or presentation. They develop research, time management, and critical thinking skills.

f) Test or Quiz Taking

Learners complete assessments on their own to evaluate their understanding of the material, without outside help.

g) Learning Stations with Independent Tasks

In a rotation model, one station might include a solo activity—like solving math problems, watching a short instructional video, or working with flashcards.

h) Goal-Setting and Progress Tracking

Learners use checklists, rubrics, or learning logs to set personal goals and monitor their own progress, building responsibility for their own learning.

i) Practice with Educational Software

Learners use apps or platforms (like Khan Academy, Duolingo, or Prodigy) to practice skills independently with real-time feedback.

j) Reading Comprehension Exercises

Learners read a passage and answer questions or write summaries independently. These tasks test understanding, vocabulary, and analytical thinking.

8. Inquiry-based learning

Inquiry-based learning is a type of teaching method that focuses on learner-driven exploration and discovery



Bringing Inquiry-Based Learning into Your Classroom

Inquiry-based learning is a learner-centered instructional approach that emphasizes curiosity, investigation, and discovery. Rather than providing learners with direct answers, teachers act as facilitators—guiding learners as they ask questions,

explore topics, conduct research, and draw conclusions based on evidence. This model shifts the focus from content delivery to active knowledge construction, empowering learners to take ownership of their learning.

One of the key benefits of inquiry-based learning is its ability to cultivate higher-order thinking skills. Through the inquiry process, learners learn to analyse information, evaluate sources, think critically, and solve complex problems. It also increases engagement and motivation by allowing learners to pursue questions that matter to them, promoting deeper learning and sustained interest.

That said, inquiry-based learning can be challenging to implement, particularly for learners who are more accustomed to teacher-led instruction. Some may struggle with the open-ended nature of inquiry, the ambiguity of multiple possible answers, or the self-direction required to manage their own learning process. Classroom management and time constraints can also pose obstacles, especially when supporting learners with varying levels of readiness and independence.

To support success with this model, it's essential to scaffold the inquiry process. This might include modelling questioning strategies, providing research tools, establishing clear expectations and checkpoints, and incorporating both individual and collaborative learning opportunities. Creating a safe classroom environment where learners feel comfortable taking intellectual risks is also critical.

With the right structure and support, inquiry-based learning can lead to deeper understanding, increased learner agency, and a more dynamic, engaging classroom environment.

Here are a few examples of Inquiry based learning in a modern classroom:

a) Science

Example: "What affects how fast ice melts?"

- Learners are given various materials (salt, sugar, sand, etc.) and ice cubes.
- They design their own experiments to test the effect of each substance on melting speed.
- They collect data, analyse results, and draw conclusions.

Inquiry Element: Learners generate hypotheses, run experiments, and interpret outcomes

b) English / Literature

Example: "What makes a character believable?"

- Learners read short stories or novels.
- They develop questions about character motivation, development, and believability.
- They discuss and support their ideas with textual evidence.

Inquiry Element: Focus on interpretation, questioning, and critical thinking rather than right/wrong answers.

c) Math

Example: "What's the most efficient way to divide a pizza fairly?"

- Learners are asked to explore division, fractions, and geometry concepts.
- They work in groups to come up with fair-share solutions using different mathematical strategies.
- They present their findings and defend their logic.

Inquiry Element: Problem-solving through real-life scenarios.

d) Social Studies

Example: "Why do civilizations rise and fall?"

- Learners investigate different ancient civilizations.
- They generate their own research questions and use historical evidence to support theories.
- They compare patterns across civilizations to find common factors.

Inquiry Element: Learner-led questioning and interpretation of historical events.

e) Art

Example: "How does colour influence emotion in artwork?"

- Learners explore various pieces of art and analyse the use of colour.
- They research how artists across cultures use colour symbolically.
- They create their own piece expressing an emotion through colour choices.

Inquiry Element: Encourages exploration, research, and personal expression.

f) General Strategy: "I Wonder Wall"***

- A space where learners post questions they're curious about.
- Weekly, one or more questions are chosen for learner-led mini-investigations.
- Could tie into any subject and is great for fostering curiosity.

9. Kinesthetic learning

Kinesthetic learning is a type of teaching method that involves physical activity and movement



Using Kinesthetic Learning to Engage and Support Diverse Learners

Kinesthetic learning is a teaching approach that integrates physical movement and hands-on activities to support learner understanding and retention. Rooted in the belief that learners often learn best by doing, this strategy is particularly effective for those who benefit from multi-sensory, experiential learning environments.

In the classroom, kinesthetic learning can take many forms—using manipulatives in math, incorporating role-play in literature discussions, or designing movement-based science simulations. For example, having learners physically build or rearrange fraction models with tangible objects can make abstract math concepts more accessible and concrete.

This method can be especially valuable for learners who struggle in traditional, lecture-based settings. Kinesthetic activities naturally support engagement, improve focus, and help develop both fine and gross motor coordination. They can also

contribute to stronger memory recall, as learning becomes tied to action and physical experience.

That said, implementing kinesthetic strategies requires thoughtful planning. These activities can demand additional classroom space, preparation time, and materials. Teachers may also face challenges related to classroom management or accommodating learners with physical limitations or sensory sensitivities. Differentiation and flexibility are key—ensuring all learners can participate meaningfully and safely.

To make kinesthetic learning more practical, consider starting with small changes: movement-based warm-ups, rotation stations, or short interactive tasks that reinforce academic content. Pairing physical activity with reflection or discussion can also deepen learning and provide opportunities for all learners to process the experience.

When used intentionally, kinesthetic learning can boost engagement, reinforce key concepts, and offer meaningful entry points for a wide range of learners.

For some examples of kinesthetic learning, I have compiled the following:

a) Role-playing & Simulations

Learners act out historical events, scientific processes (like photosynthesis), or character interactions from a novel.

b) Learning Stations

Set up different stations around the classroom where learners physically move to complete tasks or solve problems.

c) Math Manipulatives

Using blocks, counters, or fraction tiles to physically represent math problems.

d) Science Experiments

Hands-on labs where learners mix chemicals, build circuits, or dissect specimens.

e) Interactive Whiteboards or Smartboards

Learners come up and physically interact with content—dragging items, writing, matching.

f) Gesture-Based Learning

Using specific body movements to represent concepts (e.g., using arms to mimic angles or forces).

g) Classroom Scavenger Hunts

Finding clues related to vocabulary, historical facts, or science terms placed around the room.

h) Building Models

Constructing things like cell models, 3D maps, or dioramas to represent learning.

i) Learning through Dance or Music

Choreographing movements to memorize processes (like the water cycle or multiplication tables set to rhythm).

j) Team-Based Physical Games

Like relay races where learners answer questions or perform tasks at each leg of the race.

10. Game-based learning

Game-based learning is a type of teaching method that involves the use of games to facilitate learning



Game-Based Learning: A Practical Tool for Today's Classrooms

Game-based learning (GBL) is an instructional strategy that incorporates elements of gameplay—such as point systems, challenges, levels, and rewards—into the learning environment. Whether through digital platforms or hands-on activities, this approach is

designed to increase learner engagement, motivation, and active participation in the learning process.

One of the most significant advantages of GBL is its ability to make learning more interactive and enjoyable for learners. By framing content within a game structure, learners often become more invested and willing to take risks, which can lead to deeper learning. Well-designed games also promote critical thinking, collaboration, and problem-solving—skills that align closely with 21st-century learning goals.

That said, game-based learning isn't without its challenges. Some learners may focus more on competition or rewards than on mastering the material. Others may struggle with the format if they don't naturally thrive in a fast-paced or competitive environment. It's important to consider the individual needs of your learners when implementing GBL, ensuring that it complements rather than replaces more traditional approaches.

With the growing availability of educational technology, integrating game elements into your teaching has become increasingly accessible. Whether you're using full-scale digital learning games or simply adding gamified elements like badges, leaderboards, or choice-based challenges, GBL can be a valuable addition to your instructional toolkit.

Examples of GBL Activities and Platforms by Grade Level:

a) Elementary School

- Platform Examples:
 - *Kahoot!* and *Quizizz* – Great for formative assessments in a fun, competitive format.
 - *Prodigy* – A math-focused RPG that aligns with curriculum standards.
 - *ABCmouse* – Early literacy and numeracy through interactive stories and games.
- Activity Idea: Create a classroom "quest" where learners earn points for completing tasks like reading books, solving math puzzles, or demonstrating good behaviour.

b) Middle School:

- Platform Examples:
 - *Minecraft Education Edition* – Supports subjects like science, history, and coding with collaborative building challenges.
 - *Gimkit* – A fast-paced quiz game where learners can earn in-game currency to "power up" their learning.
 - *Breakout EDU* – Physical or digital escape room-style games that promote teamwork and problem-solving.
- Activity Idea: Design a digital scavenger hunt related to a unit (e.g., "ecosystems" in science), where learners must solve clues and complete challenges to advance.

c) High School (9–11):

- Platform Examples:
 - *Blooket* – Combines quiz-style questions with game mechanics that appeal to older learners.
 - *SimCityEDU* or *Classcraft* – Teaches systems thinking, planning, and decision-making.
 - *Duolingo for Schools* – Ideal for language learning with adaptive challenges and rewards.

- Activity Idea: Create a project-based simulation (e.g., running a mock business, solving a historical crisis, or designing a sustainable city) where learners earn points or level up based on progress and collaboration.

As teachers continue to explore differentiated and learner-centered approaches, game-based learning offers a flexible and engaging way to support a wide range of learning goals. With thoughtful integration, it can be both a powerful motivator and a meaningful part of your instructional strategy

11. Expeditionary learning

Expeditionary learning is a type of teaching method that focuses on learning through experience and exploration



Expeditionary Learning: A Practical Approach for Teachers

Expeditionary learning is a learner-centered instructional approach that emphasizes learning through experience, inquiry, and real-world application. It involves moving beyond the traditional classroom setting and engaging learners in hands-on activities, fieldwork, and collaborative projects. This approach prioritizes active participation and encourages learners to apply their knowledge in meaningful and authentic contexts.

One of the key benefits of expeditionary learning is its ability to foster a strong sense of community and teamwork within the classroom. Through collaborative problem-solving and task completion, learners build essential communication and leadership skills while taking ownership of their learning process. This shared experience helps create a supportive, learner-driven learning environment.

Expeditionary learning also promotes deeper engagement by immersing learners in experiential, real-world situations. This relevance makes content more memorable and applicable to learners' lives, often increasing motivation and retention. For teachers, this translates to more dynamic and participatory classroom culture.

However, it's important to acknowledge the challenges associated with this model. Expeditionary learning often requires substantial planning, additional resources, and time—demands that can be difficult to meet amid an already packed teaching schedule. Assessing individual learner progress within group projects or field experiences can also present difficulties, requiring creative and flexible evaluation strategies.

Despite these challenges, expeditionary learning can be a powerful tool for creating impactful and lasting educational experiences. By incorporating opportunities for exploration, collaboration, and real-world application, teachers can equip learners with critical skills and knowledge that extend well beyond the classroom.

Here are some examples of expeditionary learning:

Science

Environmental Field Study

Learners conduct water quality tests at a local stream or river, collect data on biodiversity, and present their findings to a local conservation group or city council.

Skills developed: Data collection, scientific analysis, environmental awareness, civic engagement.

School Garden Project

Learners design and maintain a school garden, tracking plant growth and exploring topics like ecosystems, nutrition, and sustainability.

Skills developed: Observation, biology, teamwork, responsibility.

English/Language Arts

Local Oral History Project

Learners interview community elders or local leaders and write narratives or produce podcasts about their lives.

Skills developed: Research, interviewing, writing, active listening, empathy.

Community Newsletter

Learners collaborate to write and publish a newsletter featuring local events, learner opinions, and articles on school or neighbourhood issues.

Skills developed: Writing, editing, collaboration, media literacy.

Math

Real-World Budgeting Simulation

Learners create and manage a personal or business budget using real prices and data (e.g., planning a school event or family trip).

Skills developed: Financial literacy, critical thinking, decision-making.

Architecture & Geometry Walk

Learners explore buildings in their community to identify geometric shapes and calculate area, perimeter, or volume.

Skills developed: Spatial reasoning, measurement, applied geometry.

Social Studies

Civic Action Project

Learners identify a local issue (like traffic safety or park maintenance), research it, meet with stakeholders, and propose a solution or campaign.

Skills developed: Research, public speaking, critical thinking, civic responsibility.

Historical Walking Tour

Learners map and visit historical landmarks in their city or region, then create multimedia presentations or guides for others.

Skills developed: Mapping, historical inquiry, storytelling, tech skills.

Arts

Community Mural or Art Installation

Learners collaborate with a local artist to create a mural or public art piece that reflects community history or culture.

Skills developed: Design, visual expression, collaboration, cultural appreciation.

Performance-Based Storytelling

Classes write, rehearse, and perform plays or skits based on local events, history, or social issues.

Skills developed: Writing, performance, teamwork, creative expression.

12. Flipped classroom



Reimagining Instruction with the Flipped Classroom Model

As teachers, we're always looking for ways to make our classrooms more engaging and effective. The flipped classroom is one approach that's

gained traction in recent years for its ability to shift the focus from passive to active learning. In a flipped model, direct instruction—such as video lectures or assigned readings—takes place outside of class, freeing up valuable classroom time for hands-on, collaborative work and deeper exploration of content.

One of the biggest advantages of the flipped classroom is that it allows learners to engage with instructional content at their own pace. Whether through videos, podcasts, or interactive readings, learners can pause, rewind, and revisit materials as needed—something that's not possible in a traditional live lecture. This flexibility can be especially beneficial for learners who need more time to process information or prefer to learn in smaller chunks.

The real power of the flipped model lies in how it transforms in-class time. Rather than spending class periods delivering content, we can focus on active learning strategies like group discussions, problem-solving tasks, peer instruction, and project-based learning. This shift allows us to provide more targeted support, facilitate deeper learning, and build stronger classroom relationships through collaboration.

That said, implementing a flipped classroom does come with its challenges. Learners may need time to adjust to the increased responsibility and independence the model requires. Access to technology is another consideration—not all learners may have reliable internet or devices at home, which can impact their ability to engage with pre-class materials. From a teacher's perspective, preparing high-quality flipped lessons takes time, especially when curating or creating videos and digital resources.

Despite these hurdles, many teachers find that the flipped approach leads to more meaningful learning experiences and greater learner engagement. With thoughtful planning, clear expectations, and support systems in place, the flipped classroom can be a powerful tool in our instructional toolkit.

Here are a few examples of how the flipped classroom method can be incorporated into a lesson:

1. High School Math – Algebra

Pre-Class Assignment:

Learners watch a 10-minute video explaining how to solve quadratic equations using the quadratic formula. They also complete a few basic practice problems through an online platform like Khan Academy or Edpuzzle.

In-Class Activity:

Learners work in pairs or small groups to solve more complex, real-world problems involving quadratic equations. The teacher circulates to offer support, correct misconceptions, and lead a mini-workshop for learners who need extra help.

2. Middle School Science – Ecosystems

Pre-Class Assignment:

Learners read a short article or watch a video on different types of ecosystems and food chains. They answer guiding questions in a digital notebook.

In-Class Activity:

Learners build their own food web using cut-out species or digital tools, then present how energy flows through their ecosystem. A follow-up discussion centers on how changes (e.g., the removal of a species) affect the system.

3. High School English – Literary Analysis

Pre-Class Assignment:

Learners watch a recorded mini-lecture on literary devices such as symbolism, foreshadowing, and irony, with examples from the current novel or short story being studied.

In-Class Activity:

Learners annotate a passage from the text in groups, identifying and discussing how the literary devices are used. They then write a brief analysis or prepare a short presentation.

4. Elementary School – Social Studies (5th Grade)

Pre-Class Assignment:

Learners watch a kid-friendly animated video on the American Revolution and answer a few simple comprehension questions.

In-Class Activity:

Learners participate in a classroom simulation where they take on roles of Patriots and Loyalists and debate key issues from the period. This is followed by a reflective journal entry.

5. High School Computer Science – Programming

Pre-Class Assignment:

Learners complete a coding tutorial on variables and conditionals using an interactive platform like Replit or Code.org.

In-Class Activity:

Learners work in small teams to build a simple game or app that uses conditionals (e.g., a quiz or a digital fortune teller), applying what they learned in the tutorial.

Each of these examples emphasizes the core idea of the flipped classroom: direct instruction happens before class, **and** class time is reserved for active, higher-order learning tasks.

13. Role-playing

Using Role-Playing as an Instructional Strategy



Role-playing is a widely used instructional method that involves learners taking on specific roles or acting out scenarios to explore and understand key concepts or real-world situations. This approach is highly versatile and can be integrated across various subject areas—including language arts, social studies, and science—to make abstract or complex content more tangible and relatable.

Benefits for Classroom Instruction:

- **Boosts learner Engagement:** When learners assume different roles, they become more immersed in the learning process. This hands-on involvement leads to better retention and deeper understanding, particularly for learners who may struggle with traditional lecture-based formats.
- **Fosters Social-Emotional Learning:** Role-playing creates opportunities for learner to practice communication, empathy, collaboration, and problem-solving in a safe and structured environment.

- **Encourages Critical Thinking:** Exploring multiple perspectives through role-play helps learner develop analytical thinking and reflect on diverse viewpoints.

Considerations for Implementation:

- **Scenario Design:** Developing meaningful, age-appropriate, and inclusive scenarios that resonate with all learners can be time-consuming but is essential for success.
- **Learner Comfort Levels:** Some learner may feel hesitant or self-conscious about performing in front of peers. It's important to create a supportive atmosphere and offer options for participation.
- **Teacher Preparation:** Effective role-playing requires thoughtful planning, clear instructions, and skillful facilitation to keep learners on task and ensure learning objectives are met.

Final Thoughts: When carefully planned and thoughtfully executed, role-playing can be a powerful tool to enhance learner learning. It supports active engagement, builds essential soft skills, and encourages deeper thinking. As teachers, investing the time to incorporate role-playing into lessons can yield meaningful and lasting learning experiences.

Here are some examples of how we can incorporate role-play in our classrooms:

Language Arts

- **Literary Character Interviews:** Learners role-play as characters from a novel and interview each other, discussing motivations, conflicts, and story events.
- **Author's Chair:** One learner plays the author of a story or poem while others ask questions about their choices and writing process.
- **Debate Dramas:** Learners take on roles representing different perspectives from a text and debate a central issue or theme.

Social Studies

- **Historical Simulations:** Reenact a famous event (e.g., the Constitutional Convention, Civil Rights March) where learners play historical figures and engage in period-appropriate discussions.
- **Government Roles:** Set up a mock government or UN session where learners act as senators, presidents, or ambassadors to understand civic processes.
- **Cultural Exchange Day:** Learners adopt roles from different world cultures and participate in simulated interactions or trading experiences.

Science

- **Scientist for a Day:** Learners act as famous scientists and explain discoveries or solve problems from that scientist's point of view.
- **Ecosystem Simulation:** Assign learners different roles within a food web (predator, prey, decomposer, etc.) and act out interactions.
- **Ethics in Science:** Role-play scenarios about bioethics, like cloning or environmental issues, where learners argue different stakeholder positions.

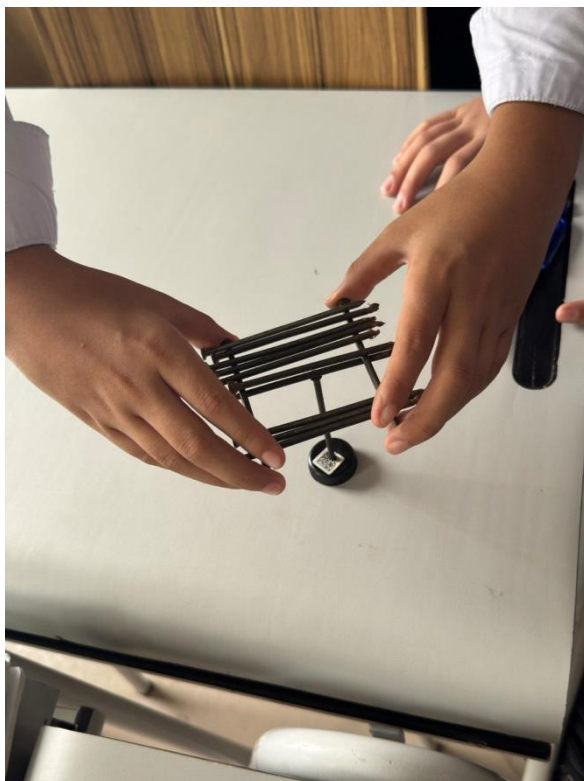
Math

- **Math Shopkeeper:** Set up a pretend store where learners must calculate totals, make change, and apply discounts in real time.
- **Data Analysts:** Learners play the role of data scientists analysing real-world data and presenting findings to a “company” (class).
- **Math Problem-Solvers:** Create a mystery or real-world problem that learners must solve using math strategies in a role (e.g., detective, engineer).

Social-Emotional Learning (SEL)

- **Conflict Resolution Scenarios:** Learners act out common school conflicts and practice resolving them using healthy communication.
- **Empathy Walk:** Each learner steps into someone else's shoes (e.g., someone being bullied, a new learner) and reflects on how that person might feel.
- **Career Day Role-Play:** Learners explore future careers by acting out job interviews, day-in-the-life tasks, or workplace problem-solving.

14. Problem-based learning



Implementing Problem-Based Learning in the Classroom.

Problem-Based Learning (PBL) is a learner-centered instructional strategy that engages learners in solving authentic, real-world problems. Rather than delivering content through traditional lecture-based methods, PBL encourages learners to work collaboratively in groups, using critical thinking, inquiry, and research to develop meaningful solutions. This approach can be applied across

disciplines and tailored to suit diverse learning styles and classroom goals.

One of the primary benefits of PBL is its ability to promote deeper learning. By situating academic content within the context of real-life scenarios, learners are encouraged to actively engage with the material, apply their knowledge in practical ways, and think critically about complex issues. This not only supports content mastery but also helps learners develop essential 21st-century skills.

PBL also nurtures collaboration and communication—skills that are increasingly important both in and outside the classroom. Group work challenges learners to express their ideas clearly, listen to peers, and work toward shared objectives. For quieter or more introverted learners, PBL offers structured opportunities to build confidence and engage with peers in a supportive environment.

Of course, PBL comes with its own set of challenges. It can be time-intensive to plan and implement, especially when designing meaningful, open-ended problems that align with curriculum standards. Additionally, managing group dynamics and ensuring equitable participation among learners can be complex. However, with thoughtful planning, clear expectations, and intentional facilitation, these challenges can be addressed.

When done effectively, PBL transforms the learning experience, making it more relevant, engaging, and learner-driven. It empowers learners to take ownership of their education while developing the skills they'll need to succeed in both academic and real-world settings.

Here are some Problem Based learning examples that might be used in your classroom:

Science (Middle or High School)

Problem: *How can we reduce plastic pollution in our local environment?*

PBL Activity: Learners research the impact of plastic pollution on ecosystems, analyse local data (e.g., waste from school lunches or community areas), and propose solutions such as school recycling initiatives or awareness campaigns.

Skills Developed: Environmental literacy, data analysis, persuasive communication, teamwork.

English Language Arts (Middle School)

Problem: *How can we promote reading among learners in our school?*

PBL Activity: Learners survey peers, analyse barriers to reading, and create a campaign—such as book clubs, themed reading weeks, or peer book recommendations—to encourage reading.

Skills Developed: Research, writing, public speaking, creative thinking.

Math (Elementary or Middle School)

Problem: *How can we plan a class field trip on a limited budget?*

PBL Activity: Learners calculate costs (transportation, admission, meals), compare options, and create a proposal that fits within a set budget.

Skills Developed: Budgeting, basic arithmetic, decision-making, real-world application of math.

Social Studies (High School)

Problem: *What policies could help address homelessness in our city?*

PBL Activity: Learners investigate local causes of homelessness, research existing policies, and interview community stakeholders. They then draft policy recommendations or action plans to present to a city council or school audience.

Skills Developed: Critical thinking, empathy, civic responsibility, research.

Technology/Computer Science (High School or College)

Problem: *How can we design an app that helps learners manage their time better?*

PBL Activity: Learners work in teams to identify key features (reminders, task tracking, etc.), sketch UI/UX designs, and build a basic prototype or pitch the concept to peers.

Skills Developed: Design thinking, collaboration, coding, project management.

Elementary General Education

Problem: *How can we make our classroom more eco-friendly?*

PBL Activity: Learners explore energy use, recycling habits, and waste in the classroom. They then design and implement a green classroom plan, such as a recycling station or "lights out" campaign.

Skills Developed: Observation, teamwork, responsibility, environmental awareness.

Effective Use of Diverse Teaching Methods: Tips for Teachers

As teachers, we know there's no single teaching method that works for every learner or every subject. The key is knowing how to select and apply the right approach at the right time. Here are some practical tips to help you get the most out of different instructional strategies in your classroom:

1. Start with Learner Needs and Learning Styles

Every class is unique. Some learners respond well to visual aids, others benefit from discussion or hands-on practice. When planning lessons, take time to assess your learners' learning preferences, prior knowledge, and needs. Use this information to

guide your choice of methods—whether it's direct instruction, inquiry-based learning, or collaborative activities.

2. Set Clear Expectations

Regardless of the method, clarity is non-negotiable. Make sure your learners understand what they're expected to do, how they'll be assessed, and why the activity matters. Clear instructions and learning objectives help learners stay focused and accountable, especially during more open-ended or learner-led tasks.

3. Build in Feedback and Reflection

Teaching strategies like project-based learning, peer collaboration, or problem-solving tasks work best when learners have time to reflect on what they've learned. Create opportunities for both peer and self-assessment, and encourage learners to think critically about their learning process. This deepens understanding and fosters essential skills like collaboration, communication, and critical thinking.

4. Be Organized and Intentional

Good planning sets the stage for effective teaching—no matter the method. Whether you're incorporating digital tools, facilitating a debate, or delivering a mini-lecture, make sure your materials are ready and your goals are clear. Structured planning not only helps you stay on track but also makes it easier to pivot when learners need something different.

5. Stay Open to Innovation

Teaching methods are constantly evolving. Don't be afraid to try something new—whether it's a flipped classroom model, gamified learning, or integrating learner choice. Experimenting with new strategies can energize your teaching and increase learner engagement. What works this year may be different from what worked last year—and that's okay.

Final Thought

The most effective teachers are responsive, reflective, and willing to adapt. By choosing instructional methods with intention and flexibility, you'll be better equipped to meet your learners where they are and guide them toward meaningful learning.

Section 4: Effective Teaching, Lesson Planning and lesson execution

Effective Teaching

There are six major categories of effective teaching. These six categories include:

Content Knowledge
Quality of Instructions
Teaching Climate
Classroom Management
Teacher Beliefs
Professional Behaviour

In Section 4 of this book, we will explore deeper into Classroom Management, In this section, we will take a look into these six categories, as well as explore some lesson plans and look at how to execute a lesson in our classrooms

Content Knowledge: A Cornerstone of Effective Teaching

Content knowledge refers to a teacher's understanding of the subject matter they are teaching. It goes beyond just knowing facts — it involves a deep comprehension of the core concepts, structure, and processes of the discipline. For teachers, content knowledge is essential not only for accurate instruction but also for inspiring curiosity, answering complex learner questions, and fostering critical thinking.

Key Aspects of Content Knowledge:

6. Depth and Breadth of Knowledge

Teachers should understand both the big picture and the finer details of their subject. This means knowing how various concepts connect and being able to explain them in multiple ways.

7. Pedagogical Content Knowledge (PCK)

This is the ability to make subject matter understandable to learners. It includes knowing:

- Common learner misconceptions
- Effective explanations, analogies, and examples
- How to scaffold difficult concepts for different learning levels

8. Curriculum Awareness

Teachers need to be familiar with the curriculum and standards that guide what is taught at each grade level. This ensures content is developmentally appropriate and builds logically from year to year.

9. Content Adaptability

Teachers should be able to adjust their content delivery based on learner needs, interests, or current events to make lessons more engaging and relevant.

10. Ongoing Learning

Subject areas evolve, and so should teachers. Engaging in professional development, academic reading, and collaboration with colleagues helps keep content knowledge current and dynamic.

Why It Matters:

- Learners learn more effectively when teachers are confident and accurate in their explanations.
- It boosts classroom credibility and learner trust.
- Strong content knowledge enables teachers to create richer, more challenging learning experiences.

Quality of Instruction

High-quality instruction is at the heart of effective teaching and learning. It goes beyond simply delivering content; it involves a strategic blend of planning, delivery, and reflection to ensure all learners are engaged, supported, and challenged. Key components include:

1. Effective Questioning

- Use open-ended and probing questions to promote deeper thinking.
- Employ techniques like *wait time* and *cold calling* to ensure inclusive participation.
- Encourage learners to justify their reasoning, explain concepts, and explore alternative answers.

2. Reviewing Prior Learning

- Begin lessons with retrieval practice to reinforce key knowledge and build long-term memory.
- Connect new content to previously taught material, highlighting links and reinforcing schema.
- Use low-stakes quizzes or starter tasks to gauge understanding and revisit misconceptions.

3. Assessment for Learning (AfL)

- Use ongoing formative assessments such as exit tickets, mini-whiteboards, or thumbs-up/down to check understanding.
- Provide timely, specific feedback that guides learners toward improvement.
- Adjust teaching in real-time based on learner responses and evidence of learning.

4. Scaffolding and Progressive Skill Development

- Break complex tasks into manageable steps and gradually remove support as learners become more confident.
- Use modelling, guided practice, and structured frameworks to support learning.
- Build knowledge sequentially, ensuring learners master foundational skills before moving on.

5. Deliberate Practice

- Design activities that allow learners to apply what they've learned in varied and meaningful contexts.
- Provide repeated opportunities to consolidate learning and deepen understanding.
- Ensure tasks are challenging but achievable, promoting a sense of progress and success.

6. High Expectations and Clear Explanations

- Maintain high expectations for all learners, communicating the belief that everyone can succeed.
- Give clear, concise explanations using appropriate language and visual aids to enhance comprehension.
- Revisit and reinforce key concepts regularly to secure understanding.

Creating a Positive and Challenging Teaching Climate

As teachers, the environment we create in our classrooms plays a pivotal role in how learners perceive learning, effort, and their own potential. A *challenging teaching climate* doesn't mean making learning difficult for the sake of difficulty—it means setting high expectations while providing the support and encouragement learners need to meet them. This climate should be intentionally crafted to promote competence, foster resilience, and frame success as the result of effort and strategy, rather than fixed ability.

1. Fostering a Sense of Competence

Learners need to feel capable of meeting the demands placed on them. This means:

- Designing tasks that are rigorous but achievable.
- Offering clear, constructive feedback that highlights progress and areas for growth.
- Recognizing small wins to help learners build confidence in their abilities.

- Using formative assessment to guide instruction and celebrate learning moments.

✓ *Ask yourself: Are my learners challenged in a way that builds their confidence and skills?*

2. Attributing Success to Effort and Strategy

We shape learners' beliefs about learning through the messages we send, both explicitly and implicitly. A teaching climate that values effort over talent helps develop a *growth mindset*.

- Praise specific actions: "You really focused during that revision" rather than "You're so smart."
- Normalize struggle as part of learning: highlight how effort, persistence, and strategy use lead to success.
- Model metacognitive strategies: let learners in on *how* successful learners think.

✓ *Ask yourself: Do my classroom messages reinforce the idea that effort and strategy lead to improvement?*

3. Valuing Resilience and Embracing Failure as Feedback

A resilient learner is one who sees challenges not as threats, but as opportunities. In a strong teaching climate:

- Mistakes are treated as valuable learning tools.
- Risk-taking is encouraged, and setbacks are de-stigmatized.
- Reflection is embedded in classroom practice—after projects, tests, and discussions.

✓ *Ask yourself: How do I respond when learners struggle or fail? Do I create space for reflection and recovery?*

4. Building a Supportive Community

Learners thrive when they feel emotionally safe, respected, and connected. Relationships are the foundation of a productive classroom climate.

- Encourage peer collaboration and mutual respect.
- Create consistent routines and structures that foster predictability and trust.
- Show genuine interest in learners' experiences and perspectives.

✓*Ask yourself: Do learners feel seen, supported, and safe to take academic risks in my classroom?*

In Summary

A well-designed teaching climate is one that challenges learners to rise, supports them when they fall, and celebrates the effort it takes to grow. As teachers, we have the power to shape mindsets that extend far beyond the classroom—mindsets that influence how learners view themselves, approach obstacles, and pursue their potential.

Classroom Management

Classroom management refers to the strategies and techniques teachers use to maintain an organized, productive, and respectful learning environment. It includes everything from setting clear expectations and routines to responding effectively to behavioural issues.

Why is Classroom Management Important?

- **Promotes learning:** When learners know what's expected and the environment is structured, they can focus more on learning.
- **Minimizes disruptions:** Effective management reduces off-task behaviour and classroom disruptions.
- **Supports learner well-being:** A safe and predictable environment fosters emotional safety and respect.
- **Reduces teacher stress:** A well-managed classroom allows teachers to spend less time disciplining and more time teaching.

Key Elements of Effective Classroom Management

1. Clear Expectations & Rules

- Co-create class rules with learners when possible.
- Keep rules simple, positive, and few in number (e.g., "Respect others," "Be prepared").
- Post them visibly and revisit often.

2. Routines and Procedures

- Establish consistent procedures for transitions, materials distribution, bathroom use, etc.
- Teach, model, and practice routines regularly, especially at the start of the year.

3. Relationship Building

- a. Get to know your learners personally.
- b. Show empathy, respect, and fairness.
- c. Use positive reinforcement and personalized praise.

4. Engaging Instruction

- a. Plan lessons that are relevant and challenging.
- b. Use varied instructional strategies to keep learners interested (e.g., group work, tech tools, games).
- c. Clear instructions and pacing help reduce downtime and misbehaviour.

5. Behaviour Management Strategies

- a. Use **proactive strategies**: praise good behaviour, provide choices, redirect gently.
- b. Apply **consequences** consistently and fairly when needed (both positive and corrective).
- c. Avoid power struggles—stay calm, and give learners a chance to self-correct.

6. Classroom Environment

- a. Organize your space to minimize distractions.
- b. Ensure materials are accessible and the layout supports the activity (group work, individual work, etc.).
- c. Display learner work and visuals that reinforce norms and expectations.

Popular Models & Frameworks

- **PBIS (Positive Behavioural Interventions and Supports)**: Emphasizes teaching and reinforcing positive behaviour.
- **Responsive Classroom**: Focuses on building community and teaching social-emotional skills alongside academics.
- **Assertive Discipline (Canter)**: Advocates for clear expectations, consistency, and assertive communication.
- **Restorative Practices**: Emphasizes repairing relationships and community building over punitive discipline.

Tips for New Teachers

- Start firm and warm—structure first, flexibility later.
- Be consistent, but flexible with compassion.
- Keep a reflection journal—note what works and what doesn't.
- Connect with a mentor or colleagues for support and ideas.
- Don't take behaviour personally—behaviour is communication.

What Are Teacher Beliefs?

Teacher beliefs are the implicit or explicit ideas, assumptions, and understandings that teachers hold about teaching, learning, learners, curriculum, and their own roles. These beliefs are shaped by personal experiences, education, cultural context, and professional development.

They are not always conscious—but they powerfully guide decisions, actions, and attitudes in the classroom.

Why Teacher Beliefs Matter

1. **Influence on Instructional Choices**

Beliefs about how learners learn best influence whether a teacher chooses direct instruction, inquiry-based learning, group work, or tech-enhanced lessons.

2. **Impact on Learner Expectations**

A teacher who believes all learners are capable of growth tends to set higher expectations and provide more equitable opportunities.

3. **Shaping Relationships**

Beliefs about learner behaviour and motivation affect classroom management, discipline practices, and how relationships are built.

4. **Response to Change**

Teachers' openness to curriculum reform, new pedagogies, or inclusion practices often hinges on their core beliefs.

Common Areas of Teacher Beliefs

Belief Area	Example Belief
Beliefs about learners	"Some learners are naturally good at math."
Beliefs about learning	"Learners learn best through hands-on activities."
Beliefs about teaching	"It's my job to transfer knowledge effectively."
Beliefs about assessment	"Grades should reflect mastery, not effort."
Beliefs about equity/inclusion	"Cultural backgrounds should shape curriculum content."
Beliefs about self-efficacy	"I can't make a difference if the learner doesn't try."

How Beliefs Are Formed

- **Personal Schooling History:** "Apprenticeship of observation" — what we experienced as learners.
- **Teacher Preparation Programs:** Pedagogical training and theory.
- **Professional Culture:** School norms, leadership, and peer influence.
- **Ongoing Experience:** Daily teaching realities that reinforce or challenge beliefs.

Can Beliefs Change?

Yes, but it's not always easy. Beliefs tend to be **deeply held** and may resist change, even when new evidence or policies suggest better approaches. Change often occurs when:

- Teachers **reflect** on their practice.
- They **see success** using different strategies.
- There's a **supportive professional community**.
- They're engaged in **ongoing professional learning**.

Why Reflecting on Beliefs Is Important

Taking time to uncover and examine your beliefs can help:

- Identify disconnects between beliefs and practices.
- Align instruction more closely with learner needs.
- Build a more inclusive, learner-centered classroom.
- Embrace innovation and continuous improvement.

Professional Behaviour for Teachers

Professional behaviour in teaching is not just about adhering to a dress code or being punctual—it encompasses a wide range of practices that promote respect, integrity, and high standards within the educational environment. Here's what it involves:

1. Ethical Conduct

- Maintain confidentiality of learner records and personal information.
- Be fair and impartial in assessment and discipline.
- Avoid conflicts of interest and uphold integrity in all dealings.

2. Respectful Communication

- Use language that is clear, respectful, and age-appropriate with learners.
- Engage constructively with parents, colleagues, and school leadership.
- Avoid gossip, inappropriate jokes, or negative talk about learners or staff.

3. Responsibility and Accountability

- Be punctual and prepared for all classes and duties.
- Follow school policies and reporting protocols.
- Reflect on your teaching practice and be open to feedback.

4. Professional Appearance

- Dress in a manner appropriate to the school's environment and role model expectations.
- Maintain a demeanour that sets a positive example for learners.

5. Commitment to Growth

- Engage in ongoing professional development.
- Stay updated with educational research and teaching strategies.
- Support and mentor fellow teachers when possible.

6. Learner-centred Attitude

- Prioritize learner welfare and learning.
- Be approachable, empathetic, and fair.
- Foster a safe and inclusive classroom environment.

Lesson Planning

The Importance of Planning a Lesson (for Teachers)

Lesson planning is one of the most crucial responsibilities of a teacher, serving as the foundation for effective instruction. A well-structured lesson plan not only enhances learner learning but also boosts your confidence and clarity as an teacher. Here's why it matters:

Establishing Clear Learning Objectives

Effective lesson planning begins with a clear understanding of what you want your learners to achieve. Setting specific, measurable objectives gives your teaching direction and purpose. When learners know what is expected of them, they are more likely to stay engaged and take ownership of their learning.

As teachers, aligning our instructional activities, materials, and assessments with well-defined outcomes ensures that every part of the lesson contributes to learner success. Clear objectives also help us identify whether learners are meeting learning targets, allowing for timely adjustments in instruction or support where needed.

Ultimately, thoughtful planning with clear goals not only enhances learner learning but also supports us as teachers in delivering intentional, focused, and meaningful instruction.

Maximizes Classroom Time:

Maximizing classroom time means making the most of every minute you have with your learners. It's about reducing time lost to transitions, tech issues, repetitive tasks, and administrative overhead—so you can focus more on **teaching, learning, and connecting** with your learners.

Why It Matters

1. Increased Instructional Time

- Every minute saved from setup or management can be redirected toward instruction, practice, or discussion.
- This is especially crucial when working with tight schedules or limited class periods.

2. More Time for Differentiation

- With efficient tools and workflows, teachers can spend more time identifying and addressing individual learner needs.
- You can offer targeted interventions or enrichment without sacrificing whole-group instruction.

3. Improved Learner Engagement

- Less downtime means learners stay on task and in the learning zone.
- A streamlined, well-managed classroom environment fosters better focus and behaviour.

4. Reduced Teacher Stress

- Time-saving strategies and tools reduce cognitive load and logistical frustrations.
- Teachers can spend more energy on pedagogy and learner relationships rather than troubleshooting or repetitive administrative work.

Examples in Action

- **Digital Tools:** Platforms that auto-grade, track progress, or organize resources save hours each week.
- **Pre-set Routines:** Establishing clear classroom routines minimizes wasted time on transitions or behaviour management.
- **Streamlined Lesson Planning:** Curriculum mapping tools or templates cut down planning time and help focus on learner-centered instruction.
- **Integrated Tech:** Tools that sync across platforms (e.g., LMS, gradebook, communication apps) reduce redundancy and keep everything in one place.

Takeaway for Teachers

Maximizing classroom time isn't about rushing—it's about being **intentional** with your time. By adopting efficient practices and tools, you can create a more focused, responsive, and engaging classroom experience that benefits both you and your learners.

A good plan helps you make the most of limited instructional time. It reduces transitions, minimizes downtime, and keeps the lesson moving smoothly with logical progression.

Supports Differentiation

Thoughtful, proactive planning is key to meeting the diverse needs of all learners in your classroom. By planning ahead, you give yourself the opportunity to anticipate where learners might need additional support, scaffolding, or targeted instruction. It also allows you to identify opportunities for enrichment and deeper learning for learners who are ready to be challenged further.

When differentiation is built into your lesson plans from the start, you're not scrambling to modify instruction on the spot. Instead, you're equipped with strategies, materials, and flexible groupings that allow every learner to access the content and demonstrate understanding in ways that are meaningful and appropriate for them.

In short, intentional planning empowers you to create an inclusive classroom environment where all learners can thrive—academically, socially, and emotionally.

Promotes Confidence and Flexibility in Teaching

As teachers, having a well-thought-out plan is essential for creating a structured environment that fosters learning. A strong lesson plan not only provides clarity and direction but also builds confidence in your ability to guide learners through the material. When you have a framework in place, you're better prepared to handle unexpected challenges that arise during class. Whether it's a sudden change in the schedule, a difficult concept that requires extra time, or a learner's unique needs, a solid plan gives you the flexibility to adapt without losing momentum. Moreover, having that structure allows room for creativity, enabling you to respond dynamically to the class and enhance learning in the moment. With the right balance of preparation and adaptability, you create an environment where both you and your learners can thrive.

1. Enhances Assessment and Reflection

Lesson plans often include formative checks for understanding. These help you gauge learner progress and inform your next steps. After the lesson, you can reflect on what worked and what didn't, strengthening your teaching practice over time.

2. Aligns with Curriculum Standards

Lesson planning helps ensure your instruction aligns with school-wide expectations, curriculum goals, and national standards—keeping your teaching focused and accountable.

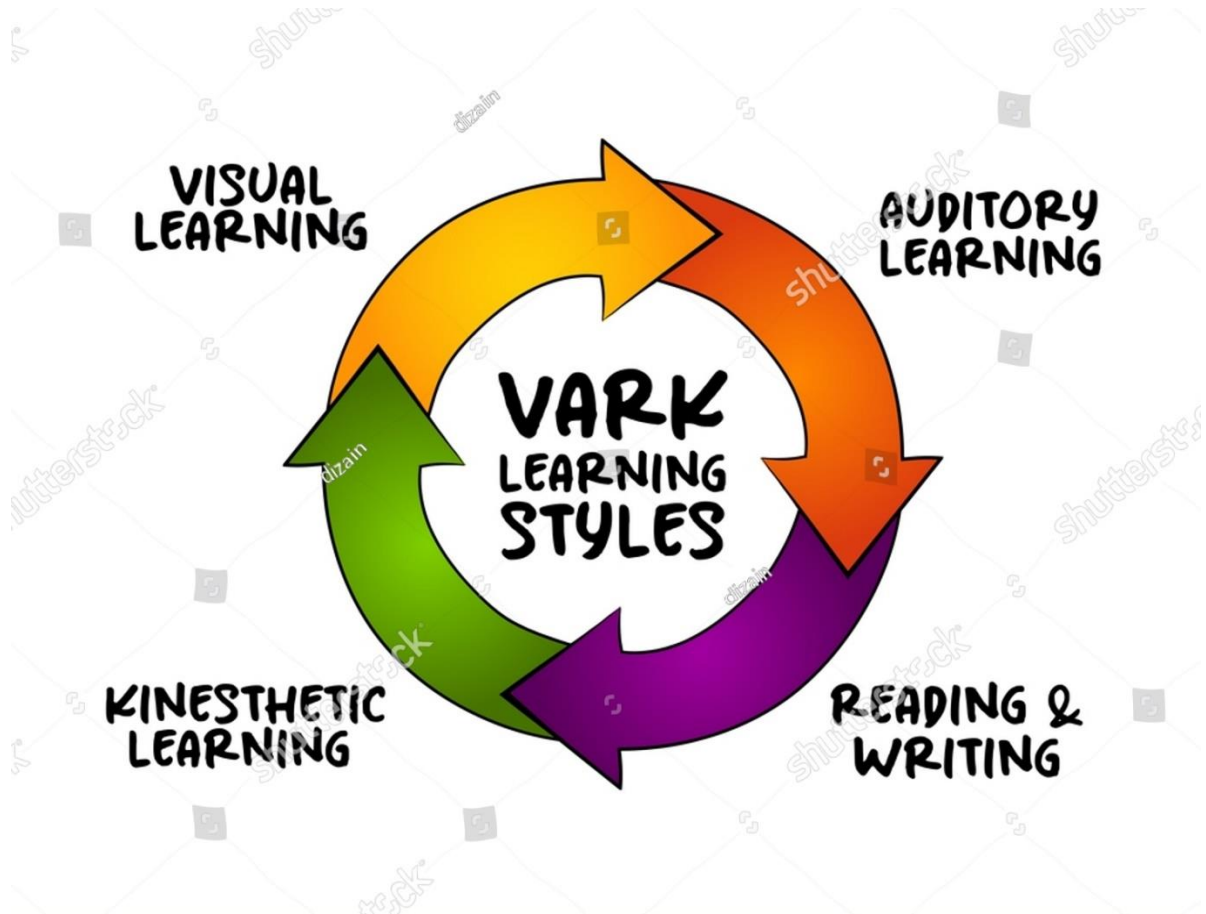
3. Facilitates Collaboration

Detailed plans make it easier to collaborate with colleagues, substitutes, or instructional coaches. They serve as a blueprint others can follow or build upon.

In short, lesson planning isn't just about what you'll teach—it's about how you'll reach your learners in meaningful, organized, and intentional ways. Thoughtful planning transforms teaching from reactive to proactive and makes a lasting difference in learner success.

For Some Sample Lesson plans, see annexure A at the back of this book.

Section 5. Learning Styles



Understanding Learning Styles: Applying the VARK Model in the Classroom

V – Visual

A – Auditory

R – Read / Write

K – Kinesthetic (Hands-on)

As teachers, we recognize that no two learners are exactly alike in how they learn. Each learner brings a unique set of preferences, strengths, and ways of processing information into the classroom. Acknowledging and embracing these differences is essential to creating effective and inclusive learning environments. One practical and widely used framework for understanding and addressing these diverse learning needs is the **VARK model**, developed by Neil Fleming.

The VARK model identifies **four primary learning styles**—**Visual, Auditory, Reading/Writing, and Kinesthetic**—and provides teachers with insights into how learners best absorb and retain information. Understanding these styles can help us design lessons that are more engaging, accessible, and impactful for all learners.

While most learners show a preference for one learning style, many are **multimodal**, meaning they learn best through a combination of styles. The strength of the VARK model lies not in labeling learners, but in helping us as teachers to **differentiate our instruction**—offering multiple entry points to content and giving learners diverse ways to engage with learning.

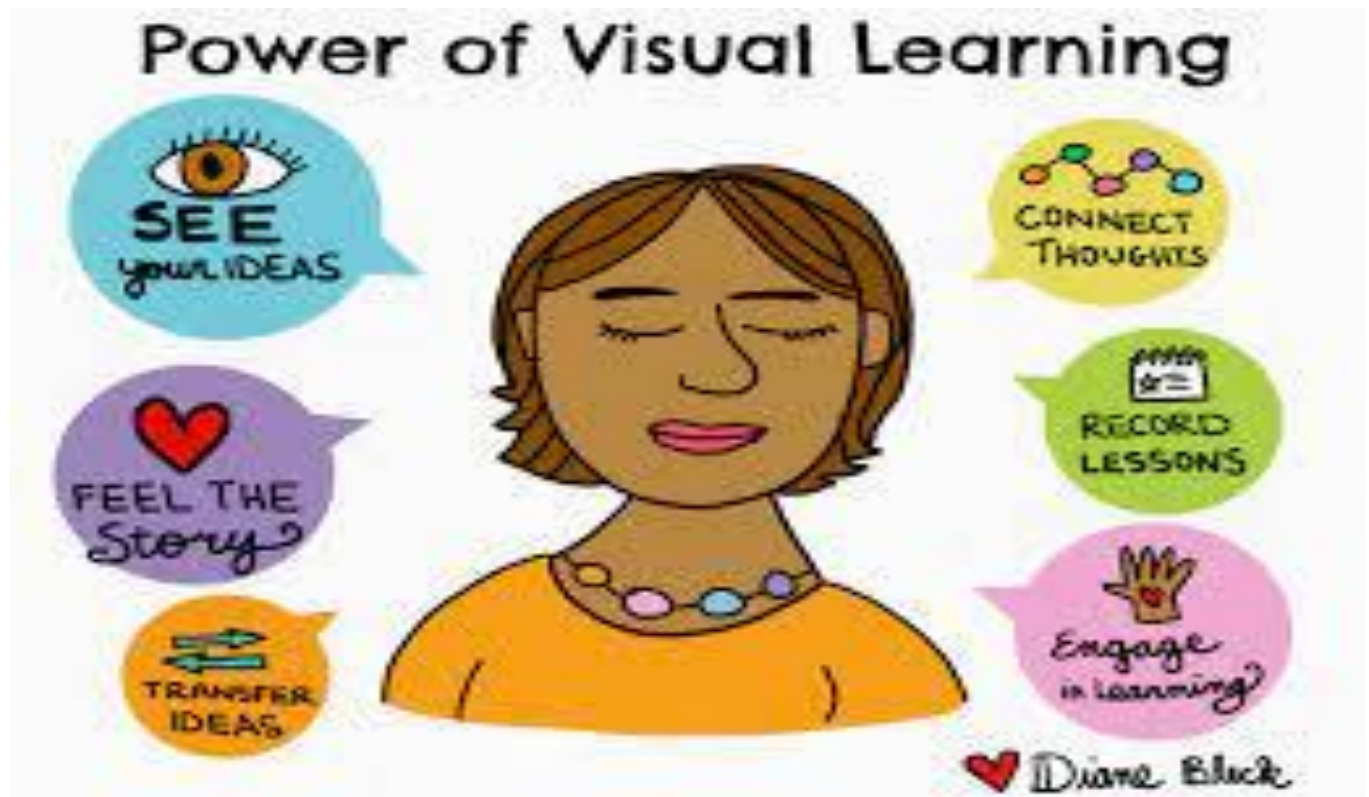
For example, a history teacher might design a lesson on ancient civilizations that includes:

- **A timeline infographic** (Visual)
- **A storytelling component or podcast** (Auditory)
- **A written analysis or reflection journal** (Reading/Writing)
- **A hands-on artifact recreation or museum role-play** (Kinesthetic)

By intentionally integrating these approaches, we ensure that each learner has an opportunity to connect with the material in a meaningful and personalized way.

Understanding and applying the VARK model empowers us to move beyond one-size-fits-all teaching and toward a more **learner-centered** approach. It reminds us that when we meet learners where they are, we not only improve learning outcomes—we also create classrooms that are more inclusive, equitable, and engaging for everyone.

1. Visual Learners



How They Learn: Prefer to see and observe. They benefit from diagrams, charts, symbols, and visual aids.

Classroom Strategies:

- Use mind maps, flowcharts, and infographics to represent complex ideas.
- Incorporate colour coding to highlight key concepts.
- Show videos or animations that visually explain processes or events.
- Use slide presentations with strong visuals rather than text-heavy slides.

Example: When teaching the water cycle, use a labeled diagram showing each stage, paired with arrows and color-coded labels to reinforce the process.

Recognizing Visual Learners in Your Classroom

Visual learners absorb and process information best through visual stimuli. These learners often thrive when content is presented in a visually engaging format.

Common traits of visual learners:

- Strong recall of images, charts, and spatial relationships.
- Prefer reading or seeing information over hearing it.
- Often organize thoughts through lists, diagrams, or color-coded notes.
- May doodle or visually map out ideas during lessons.
- Excel at interpreting graphs, infographics, and other visual tools.

Identifying these learners early allows you to adjust your instructional methods to support their natural learning style.

Instructional Strategies for Visual Learners

To effectively reach visual learners, incorporate teaching techniques that enhance visual engagement and spatial organization.

Classroom strategies include:

- Integrate **visual aids**—charts, timelines, diagrams, graphic organizers—into lessons.
- Use **slideshows, videos, and animations** to introduce or reinforce key concepts.
- Encourage **color-coded note-taking**, highlighting, and underlining to help with memory retention.
- Support the use of **mind maps or concept maps** for brainstorming and review.
- Provide opportunities for learners to **sketch, draw, or visually plan** their work.
- Use the whiteboard actively during instruction to **map out ideas or problem-solving steps**.

By aligning your instruction with the needs of visual learners, you'll not only enhance their comprehension but also improve classroom engagement for all learners.

2. Auditory Learners



How They Learn: Learn best through listening and speaking. They enjoy discussions, lectures, and verbal instructions.

Classroom Strategies:

- Incorporate think-pair-share activities and group discussions.
- Use storytelling and real-world analogies during instruction.
- Allow learners to explain concepts aloud in their own words.
- Supplement lessons with podcasts or audio recordings.

Understanding Auditory Learners:

Auditory learners process and retain information most effectively when it is presented through sound. These learners often excel in environments that allow them to listen, speak, and engage in dialogue. They tend to grasp concepts more deeply when they can hear explanations, participate in discussions, or verbalize their thinking. For these learners, auditory input is key to comprehension and memory.

Instructional Strategies to Support Auditory Learners:

To create an inclusive learning environment that meets the needs of auditory learners, consider incorporating the following strategies into your instructional practices:

- **Facilitate Peer Dialogue:** Use strategies such as *think-pair-share*, small group discussions, or peer teaching. These methods provide learners with frequent opportunities to articulate their thoughts and deepen understanding through conversation.
- **Leverage the Power of Storytelling:** When introducing new topics, embed real-world analogies, narratives, or case studies. Storytelling not only engages auditory learners but also helps them relate abstract concepts to their lived experiences.
- **Encourage Verbal Processing:** Invite learners to explain concepts in their own words, whether through classroom presentations, oral reflections, or spontaneous check-ins. This practice reinforces learning and gives insight into their comprehension.
- **Use Audio-Based Resources:** Supplement instruction with podcasts, audio recordings, music, or verbal instructions. Consider recording key lessons or offering audio summaries for learners to review at home.
- **Read Aloud and Listen Together:** Whether it's literature, poetry, or even word problems in math, reading aloud can illuminate rhythm, tone, and meaning in ways silent reading may not. Encourage learners to listen and respond to what they hear.

Classroom Example:

When teaching poetry, invite learners to read poems aloud, either individually or in groups. Follow this with a discussion on how the auditory elements—such as tone, pace, inflection, and rhythm—affect their interpretation of the poem. Ask guiding questions like, “How does hearing the poem change the meaning or mood for you?” or “What emotions do you hear in the speaker’s voice?” This approach encourages deeper engagement and caters to auditory learners’ strengths.

3 Reading/Writing Learners:



Understanding and Supporting Their Needs

How They Learn:

Reading/Writing learners engage most effectively with written words. These learners excel when given opportunities to interact with text—whether through reading, writing, or note-taking. They tend to internalize information best when they can process it through written language, making them well-suited for tasks that involve extensive reading, written reflections, and note-taking activities. These learners often demonstrate strong skills in organizing their thoughts and ideas through written expression.

Classroom Strategies:

To best support Reading/Writing learners, it is essential to create a classroom environment that provides ample opportunities for them to engage with and express their understanding through written tasks. Here are several strategies to help them thrive:

- **Provide Comprehensive Handouts:** Give learners detailed, well-organized handouts that outline key concepts, vocabulary, and instructions. This allows them to have a tangible reference for notes and study materials.
- **Encourage Structured Note-Taking:** Teach learners various note-taking methods such as Cornell Notes, graphic organizers, or outline formats.

Encourage them to actively engage with the material by summarizing key points and asking questions in their notes.

- **Assign Reading Tasks with Follow-Up Writing:** After assigning reading materials, follow up with reflective or analytical writing tasks. These can include summarizing key points, responding to comprehension questions, or creating written reflections on how the material relates to previous learning or personal experiences.
- **Incorporate Journals and Writing Prompts:** Encourage learners to keep journals for ongoing reflections, responses to class discussions, or brainstorming for upcoming assignments. Writing prompts can help learners connect with the material on a deeper level and practice synthesizing ideas.
- **Research-Based Assignments:** Reading/Writing learners often excel with assignments that require research and the synthesis of information from various written sources. Providing opportunities for them to conduct research and write research-based papers or reports can help reinforce their learning.
- **Offer Choice Boards with Reading and Writing Tasks:** Providing learners with a menu of task options that involve reading and writing can be an effective way to give them autonomy while ensuring they are engaging with content in a way that suits their learning style.

Example in Practice:

In a science lesson about ecosystems, provide learners with an article that covers key concepts such as biodiversity, the roles of various organisms, and the impact of environmental changes. After reading the article, ask learners to summarize the main points in a well-organized paragraph. This task encourages active reading and requires learners to synthesize and communicate their understanding through written expression. Alternatively, you could ask learners to reflect on the article's content in a short journal entry, making connections to their own experiences or to broader environmental issues.

By employing these strategies, you can create a classroom environment that supports the strengths of Reading/Writing learners, enabling them to deepen their understanding and succeed in their academic journey. These approaches not only cater to their preferred learning style but also help build critical skills in reading comprehension, writing, and reflective thinking.

4. Kinesthetic Learners:



Strategies for Engagement and Success

Learning Style Overview:

Kinesthetic learners, sometimes referred to as tactile learners, understand and retain information best through physical activity and direct experience. These learners often struggle with passive learning formats, such as lectures or reading-only assignments, but thrive when they can engage with content in a tangible and active way. For them, learning is most effective when it involves movement, hands-on manipulation, or real-world tasks.

Instructional Strategies for Kinesthetic Engagement:

To support kinesthetic learners effectively in the classroom, consider integrating the following practices into your instructional design:

- **Hands-On Learning Opportunities:**
Design lessons that involve *lab experiments, model construction, or interactive simulations*. These activities allow kinesthetic learners to connect abstract concepts to concrete experiences, deepening comprehension and retention.
- **Role-Playing and Dramatic Reenactments:**
Incorporate *theatrical or role-based activities* to help learners explore historical events, literary scenes, or social dynamics. Acting out scenarios helps kinesthetic learners embody the content and gain a more intuitive grasp of key ideas.

- **Use of Manipulatives and Tools:**

Provide *tactile resources* such as math manipulatives, science kits, flashcards, or 3D models. These tools give learners a physical way to explore and practice concepts, making learning both active and engaging.

- **Movement-Integrated Instruction:**

Implement *movement-based learning strategies*, such as walking discussions, gallery walks, station rotations, or kinesthetic games. These methods allow learners to physically engage with material while also encouraging collaboration and active thinking.

Classroom Application Example:

In a geometry unit, rather than relying solely on static diagrams or textbook examples, invite learners to explore geometric concepts using physical objects. Have them measure angles with protractors on real items, build shapes with sticks or string, or construct 3D models using craft materials. This approach not only makes abstract ideas more accessible but also aligns with kinesthetic learners' natural strengths.

By acknowledging and planning for the needs of kinesthetic learners, teachers can create more inclusive, dynamic, and effective learning environments. Even small adjustments—like allowing learners to stand while working or incorporating hands-on activities into lessons—can make a significant difference in engagement and achievement.

Final Tip:

Most learners are **multimodal**, meaning they benefit from a mix of these styles. By blending strategies across the VARK model, you'll create a richer, more inclusive classroom environment where every learner has a chance to thrive.

Section 6: Classroom Management

Classroom Management for Teachers: Creating a Positive and Productive Learning Environment



Effective classroom management is the foundation of successful teaching and learning. It is far more than just maintaining order—it's about intentionally cultivating a classroom climate where learners feel respected, supported, and motivated to engage in meaningful learning experiences. As teachers, we set the tone and create the conditions under which learners can thrive both academically and socially.

One of the most powerful tools for managing a classroom is consistency. From the first day of school, it's important to explicitly teach, model, and practice classroom expectations and routines. Consider the following:

- Define your classroom norms collaboratively with learners when possible. Involving them in the process increases buy-in and accountability.
- Teach routines explicitly, such as how to enter the room, transition between activities, ask for help, and turn in assignments.

- Revisit and reinforce procedures regularly, especially after breaks or when behaviours begin to slip. Don't assume learners will always remember the routine—practice builds habit.

When expectations and routines are clear and predictable, learners feel safe, which reduces anxiety and misbehaviour

Additionally, effective behaviour management is not reactive—it is proactive. This means anticipating challenges, setting learners up for success, and addressing issues early with positive reinforcement. Key strategies include:

- Use praise and encouragement strategically to recognize desired behaviours. Catch learners doing the right thing and celebrate it—privately or publicly.
- Redirect minor misbehaviours calmly and non-punitively. A quiet cue or proximity can often prevent escalation.
- Implement fair and consistent consequences when necessary. Learners should understand what the consequences are and why they're being applied.

Remember: behaviour is communication. Take time to understand what a learner might be expressing through their actions and respond with empathy and curiosity rather than punishment alone.

Boredom is one of the most common precursors to misbehaviour. Engaging instruction is an essential part of classroom management.

- Design lessons that are active and learner-centered. Incorporate movement, discussion, inquiry, and real-world connections.
- Differentiate instruction to meet diverse learning needs. When learners feel challenged at the right level, they are more likely to stay engaged.
- Provide choice and voice whenever possible. Learners who have some control over their learning are more motivated and invested.

When learners are deeply involved in the learning process, classroom disruptions naturally decrease

Furthermore, the learning environment—both physical and emotional—has a significant impact on behaviour and engagement.

- Organize your classroom in a way that promotes accessibility, collaboration, and focus. Think about lighting, seating, and how materials are arranged.
- Use visuals and cues to support expectations and routines—such as anchor charts, timers, and calm-down spaces.
- Foster an emotionally safe space where mistakes are seen as part of learning and learners are encouraged to take risks.

A well-designed environment supports autonomy, reduces conflict, and nurtures a growth mindset.

In this section, we will establish some successful classroom management strategies that you can implement to create a thriving learning environment.

Teachers have found these strategies helpful for managing behaviour, boosting academic success, and building a positive classroom culture where learners can thrive.

Effective classroom management is essential for reducing disruptions, minimizing stress, and preventing teacher burnout. When you establish strong management practices, you not only boost learner achievement—you also enhance your own job satisfaction.

In this guide, we're sharing 20 practical classroom management strategies you can start using right away. These techniques are designed to help you teach more efficiently, keep your learners actively engaged, and create a positive, well-structured learning environment.

1. The Importance of Consistent Discipline in the Classroom

Maintaining consistent discipline is essential for creating a structured and respectful learning environment. As teachers, it's important to apply rules and consequences consistently and fairly each time a behaviour issue arises.

When expectations and consequences remain steady, learners are more likely to understand boundaries, make better choices, and develop respect for classroom norms. Consistency minimizes behavioural issues, supports fairness, and reinforces a sense of safety and trust.

For instance, if a learner speaks out of turn, the consequence—whether it's a verbal warning or a loss of privilege—should be the same regardless of the learner or situation. This prevents perceptions of favouritism and ensures all learners are held to the same standards.

Ultimately, being consistent with discipline helps build a classroom culture where learners know what is expected and trust that rules are enforced with fairness and integrity.

Examples of consistent discipline may involve:

Routine-Based Discipline

- Example: Every time a learner arrives late without a pass, they must fill out a tardy log and make up missed work during lunch.
- Why it's consistent: The consequence is the same every time, no matter who the learner is.

Warning System

- Example: Learners receive a verbal warning for the first off-task behaviour, a checkmark on the board for the second, and a phone call home after the third.
- Why it's consistent: There's a clear escalation path that learners understand and expect.

Classroom Contract or Rules Agreement

- Example: At the start of the year, learners sign a behaviour agreement. When a rule is broken (e.g., talking during instruction), the agreed-upon consequence is applied—like moving seats or losing free time.
- Why it's consistent: The rules are upfront and applied to everyone equally.

Positive Reinforcement Alongside Discipline

- Example: Learners who follow all classroom rules for a week earn a privilege (extra recess, homework pass). Those who don't must complete a reflection sheet on how to improve.
- Why it's consistent: Encouragement and consequences are both predictable and tied to behaviour.

Calm and Neutral Enforcement

- Example: A learner talks out of turn, and the teacher pauses, makes eye contact, and points to a visual cue (like a "raise your hand" sign) without getting emotional.
- Why it's consistent: It enforces expectations without favouritism or escalation.

2. Establishing Clear Expectations

Setting clear expectations from the outset is essential for creating a well-managed and productive classroom environment. As teachers, it's important to explicitly communicate the rules, routines, and behaviours you expect from your learners.

For instance, clarify how learners should enter the classroom, engage in discussions, and submit their assignments. These details help establish a predictable structure that learners can follow.

When expectations are clearly defined and consistently reinforced, learners are more likely to stay on task, demonstrate appropriate behaviour, and feel secure in their learning environment. This proactive approach minimizes confusion, reduces behavioural issues, and fosters a positive classroom culture.

Ultimately, consistently upholding clear expectations supports learner success and allows for greater instructional time and academic focus.

Here are some examples of how you can set clear expectations in your classroom:

a) With Learners – Class Participation

Example:

"You're expected to come to class each day prepared with your materials and ready to participate. Participation includes contributing to discussions, group work, and staying on task."

Why it works: Sets clear behavioural and academic expectations for daily class conduct.

b) With Learners – Assignment Deadlines

Example:

"All assignments are due by Friday at 11:59 p.m. Late work will be accepted up to 3 days after the due date with a 10% deduction per day, unless you've spoken to me in advance."

Why it works: Clarifies due dates, late policy, and encourages communication.

c) With Parents – Communication

Example:

"I'll be sending weekly updates every Friday via email with important dates, what we're learning, and any announcements. If you have any questions, please feel free to reach out—I aim to respond within 24 hours during the school week."

Why it works: Outlines the communication rhythm and availability.

d) With Colleagues – Team Collaboration

Example:

"For our curriculum planning meetings, please come with your pacing guide and at least one resource or strategy to share. We'll be starting promptly at 3:30 so we can end by 4:15."

Why it works: Sets expectations for preparation, timing, and contributions.

e) With Learners – Behaviour Management

Example:

"In our classroom, we follow the rule: 'Be Respectful, Be Responsible, Be Ready.' That means listening when others speak, completing tasks on time, and staying focused during lessons. If expectations aren't met, there will be fair and consistent consequences."

Why it works: Clearly defines behaviour guidelines and consequences.

3. Classroom Layout

The way you arrange your classroom plays a crucial role in shaping learner behaviour, engagement, and learning. A well-planned layout is essential for promoting positive interactions, ensuring visibility, and providing easy access to resources.

For instance, arranging desks in a U-shape or small groups encourages learner collaboration and allows you to move around easily, connecting with each learner. Creating distinct areas, such as a dedicated reading corner or a group work zone, helps to keep the space organized and minimizes potential distractions.

Ultimately, a thoughtful classroom layout not only makes classroom management more efficient but also enhances learner focus and engagement, fostering a more productive learning environment.

Here are several examples of classroom layouts, each with its own benefits for different teaching styles and classroom dynamics:

a) Traditional Rows

- Description: Desks are arranged in straight rows facing the front of the room.
- Best for: Lecture-style teaching, individual work, or assessments.

- Benefits: Provides clear sightlines for the teacher to easily monitor learners. Great for structured lessons, note-taking, and testing environments.
- Drawbacks: Limited interaction between learners, which can reduce collaboration.

b) U-Shape

- Description: Desks are arranged in a large U-shape, with learners facing inward and the teacher at the open end.
- Best for: Discussions, group work, and class-wide participation.
- Benefits: Encourages learner interaction and group discussions while allowing the teacher to engage with the entire class. Learners can easily see each other, making it great for active participation.
- Drawbacks: Takes up more space and can feel too open for learners who prefer privacy.

c) Circle or Semi-Circle

- Description: Desks or chairs are arranged in a circle or semi-circle, with the teacher sitting or standing within the circle.
- Best for: Group discussions, learner-led activities, and collaborative learning.
- Benefits: Facilitates equal participation and ensures everyone can see each other and the teacher. Ideal for building a sense of community.
- Drawbacks: Can be difficult to manage in larger classes, and some learners may feel uncomfortable in an open circle.

d) Cluster (Small Groups)

- Description: Desks are arranged in small groups, usually with 4-6 learners per group, facing each other.
- Best for: Collaborative work, project-based learning, and peer discussions.
- Benefits: Encourages teamwork, problem-solving, and peer learning. Learners can easily share materials and ideas.
- Drawbacks: Can be noisy and distracting for some learners, especially if the groups are not well-managed.

e) Flexible Seating

- Description: A variety of seating options (e.g., desks, chairs, bean bags, standing desks, or floor seating) are available, and learners can choose where they want to sit based on their needs and preferences.
- Best for: Encouraging independence, personalized learning, and fostering learner choice.
- Benefits: Allows learners to select their seating based on what helps them focus and learn best. It can improve comfort and increase engagement.

- Drawbacks: Requires more management to ensure learners stay on task, and can be difficult to maintain consistency in a large class.
- f) Stations or Learning Centres
- Description: The room is divided into different areas or “stations,” each dedicated to a specific activity or subject (e.g., reading corner, group project space, writing area).
- Best for: Rotating activities, centers for independent work, or differentiated instruction.
- Benefits: Allows learners to work on different tasks or skills in rotation, and supports multiple learning styles. Helps keep learners engaged with varied activities.
- Drawbacks: Requires careful planning to ensure activities are meaningful and learners don't get off track.

g) Open Space or “Learning Commons”

- Description: Furniture is arranged with plenty of open space for movement, group work, or exploration.
- Best for: Project-based learning, collaborative work, and creativity.
- Benefits: Offers flexibility, movement, and adaptability to different types of activities. Ideal for fostering creativity and teamwork.
- Drawbacks: Requires more supervision and structure to prevent chaos. Learners may become distracted if the space isn't well-organized.

h) Thematic or Subject-Specific Layout

- Description: The classroom is divided into areas based on subject areas or themes (e.g., a reading nook, a science station, an art corner).
- Best for: Integrated learning, thematic lessons, or learners with specific interests.
- Benefits: Learners can focus on specific subjects in areas tailored to each learning need. It also allows teachers to easily manage resources.
- Drawbacks: Requires more space and careful management to avoid clutter.

Each of these layouts has specific advantages depending on your teaching style, class size, and the types of activities you want to encourage. Many teachers use a combination of these layouts to maximize learner engagement and meet the needs of all learners!

4. The Power of Learner Feedback in the Classroom

As teachers, we strive to create learning environments where all learners can thrive. One of the most effective ways to achieve this is by actively seeking and responding

to learner feedback. When we invite learners to share their thoughts on classroom experiences, instructional methods, and potential areas for improvement, we not only empower them to take ownership of their learning, but we also gain valuable insights that can enhance our teaching practices.

Learner feedback can help uncover issues that may not be immediately visible—from unclear instructions and pacing concerns to classroom dynamics that impact participation. By addressing these issues early, we can prevent small obstacles from becoming significant barriers to learning.

There are several effective ways to gather feedback, including anonymous surveys, digital or physical suggestion boxes, and guided class discussions. Creating a safe space where learners feel comfortable offering honest input is key. It's important to communicate that their voices matter and that their feedback will be used constructively.

Acting on learner feedback—whether that means adjusting lesson delivery, incorporating different learning tools, or simply checking in more frequently—can foster a more responsive and inclusive classroom culture. Ultimately, when learners see that their input leads to real change, they become more engaged, more motivated, and more invested in their educational journey.

Below are some examples of learner feedback, and the appropriate response to it:

a) Feedback on Teaching Style

- *"Sometimes the lessons move too fast and I can't keep up with the notes."*
- *"I like it when you give real-life examples—it helps me understand better."*
- *"More group activities would make class more fun and help me learn from others."*

What to do: Consider pacing adjustments, incorporating more real-world connections, or balancing individual and collaborative work.

b) Feedback on Classroom Environment

- *"The room gets too noisy during group work, and it's hard to focus."*
- *"I feel nervous asking questions in front of everyone."*
- *"Can we have more flexible seating options?"*

What to do: Establish clear expectations for group work, offer anonymous question options (like a question box), or adapt the physical space where possible.

c) Feedback on Assignments and Assessments

- *"Some homework feels like busy work—it doesn't help me understand the material."*
- *"I'd like more feedback on my essays, not just a grade."*
- *"It would be helpful if we had review guides before tests."*

What to do: Reflect on the purpose and design of assignments, provide formative feedback, and consider offering review materials or study sessions.

d) Feedback on Classroom Culture and Relationships

- *"It feels like some learners get called on more than others."*
- *"You're always really fair and respectful—that makes a difference."*
- *"I wish we could do more activities where we get to know each other."*

What to do: Ensure inclusive participation, reinforce a respectful tone, and include community-building activities.

e) Feedback on Technology and Resources

- *"The online platform is confusing—I don't know where to find things."*
- *"Can we use more videos or interactive tools in lessons?"*
- *"Sometimes the Wi-Fi cuts out and I fall behind."*

What to do: Provide clear digital navigation guides, diversify instructional media, and offer offline alternatives when needed.

5. Harnessing the Power of Positive Reinforcement in the Classroom

Positive reinforcement is one of the most effective strategies for promoting desired behaviours and cultivating a productive classroom environment. At its core, this approach involves intentionally acknowledging and rewarding learners when they demonstrate appropriate or exemplary behaviour. The goal is to increase the likelihood that these behaviours will be repeated.

Research consistently shows that learners respond well to positive feedback, particularly when it is specific, timely, and connected to clear expectations. By reinforcing positive actions—such as completing assignments on time, showing kindness to peers, or participating actively in lessons—teachers can encourage a cycle of motivation, engagement, and responsibility.

There are several ways to implement positive reinforcement:

- Verbal Praise: A simple “Great job staying on task!” or “I appreciate how you helped your classmate” can go a long way in making learners feel seen and valued.
- Tangible Rewards: Stickers, tokens, or certificates can serve as visual reminders of success.
- Privileges: Extra recess time, a homework pass, or a leadership role in class activities can motivate learners while reinforcing a sense of accomplishment.

It’s important to be consistent and equitable in applying positive reinforcement. Every learner should feel they have an opportunity to be recognized for their efforts and growth. Tailoring reinforcement to individual learner needs and preferences also makes it more impactful.

When used thoughtfully, positive reinforcement not only improves behaviour—it strengthens the teacher-learner relationship, fosters mutual respect, and contributes to a more inclusive and supportive learning environment. Over time, it helps shift the classroom culture toward one that celebrates effort, encourages risk-taking, and builds intrinsic motivation.

Examples of positive reinforcements may include:

a) Verbal Praise

- “I really appreciate how you raised your hand before speaking. That shows great self-control.”
- “Excellent job staying focused during independent reading time!”
- “You worked really hard on that math problem—great perseverance!”

b) Tangible Rewards

- Stickers or stamps on completed work
- “Star Learner” certificates
- Earning points or tokens toward a class store or small prize
- Achievement charts or bulletin boards to showcase progress

c) Privileges & Opportunities

- Extra recess or free time
- Choosing the next class activity or game
- Being line leader or classroom helper for the day
- Getting to sit in a special seat (e.g., a beanbag or teacher’s chair)
- Listening to music while working independently

d) Group/Class Incentives

- Earning a class party after filling a “compliment jar” with marbles for good behaviour
- Earning a movie afternoon or pajama day after a week of on-time homework
- Whole-class shout-outs or recognition during school announcements

e) Academic Reinforcement

- Posting exemplary work on a “Wall of Fame”
- Giving bonus points for consistent participation
- Allowing learners who finish early to engage in enrichment or choice activities

Positive reinforcement works best when it's:

- Specific: Point out exactly what behaviour is being rewarded.
- Immediate: Reinforce the behaviour soon after it happens.
- Consistent: Use reinforcement regularly to build habits.
- Sincere: Make sure your praise is genuine and meaningful.

6. Varied Instructional Strategies

In today's diverse classrooms, a one-size-fits-all teaching approach often falls short in meeting the needs of all learners. Applying varied instructional strategies is a powerful way to not only manage classroom dynamics but also ensure that every learner has equitable access to learning. By deliberately incorporating a mix of teaching methods—such as direct instruction, collaborative learning, hands-on exploration, and digital tools—teachers can create a rich and inclusive learning environment that appeals to a wide range of learning preferences and abilities.

Understanding and addressing different learning styles is key. Visual learners benefit from the use of diagrams, charts, and multimedia presentations. Auditory learners respond well to discussions, read-alouds, and verbal processing. Kinesthetic learners, on the other hand, are more engaged when lessons include movement, experiments, and manipulatives. When we diversify our instructional approaches, we create multiple pathways to understanding, allowing learners to engage with content in ways that resonate with them personally.

Moreover, varied strategies support differentiation, making it easier to scaffold instruction, provide enrichment, or offer targeted interventions. They also contribute to better classroom management—engaged learners are less likely to become distracted or disruptive. As learners encounter new formats and expectations, they also build flexibility and resilience as learners, skills that are essential for lifelong learning.

Ultimately, employing a variety of teaching strategies promotes deeper comprehension, higher retention, and a more inclusive and dynamic classroom culture. As teachers, our goal is to equip every learner for success, and thoughtful variation in instruction is a critical step toward that mission.

Some examples of varied instructional strategies may include, but is not limited to the following:

a) Direct Instruction (Explicit Teaching)

- Clear, structured delivery of content with modelling and guided practice.
- Best for introducing new concepts or skills.
- Example: Demonstrating how to solve a math problem step-by-step on the board before learners try it independently.

b) Collaborative Learning / Group Work

- Learners work in pairs or small groups to discuss, solve problems, or complete tasks.
- Fosters communication, critical thinking, and social skills.
- Example: Literature circles, think-pair-share, or group STEM challenges.

c) Socratic Seminars / Class Discussions

- Open-ended questioning and discussion to promote deep thinking and engagement.
- Ideal for exploring complex texts, historical events, or ethical dilemmas.
- Example: Debating a theme in a novel or the consequences of a historical decision.

d) Hands-On / Experiential Learning

- Active, tactile experiences that make abstract ideas concrete.
- Particularly effective for kinesthetic learners.
- Example: Science labs, building models, role-playing historical events.

e) Visual Aids and Graphic Organizers

- Diagrams, flowcharts, anchor charts, mind maps to support visual learners.
- Helps learners organize and retain information.
- Example: Using a Venn diagram to compare and contrast concepts.

f) Multimedia and Technology Integration

- Videos, podcasts, simulations, and educational apps to diversify delivery.

- Appeals to visual and auditory learners; makes content more accessible.
- Example: Using an interactive Google Earth tour in a geography lesson.

g) Differentiated Writing Tasks

- Adapting writing assignments to fit learning profiles or readiness levels.
- Gives learners voice and choice in demonstrating understanding.
- Example: Learners write a story, a poem, or a news article on the same topic.

h) Flipped Classroom

- Learners explore content at home (e.g., through videos) and engage in hands-on practice or deeper discussion during class.
- Encourages learner autonomy and maximizes in-class learning time.
- Example: Watching a grammar lesson video at home, then applying skills in class with peer editing.

i) Project-Based Learning (PBL)

- Long-term, inquiry-driven assignments that culminate in a final product or presentation.
- Encourages problem-solving, collaboration, and real-world application.
- Example: Designing a sustainable city, researching and presenting a biography, or developing a business plan.

7. Creating Effective Routines

As teachers, one of the most powerful tools at our disposal for fostering an organized and efficient classroom is the establishment of clear, consistent routines. Routines are not just a set of rules—they are the predictable, step-by-step processes that guide how learners engage with daily activities. From how learners begin their day to how they transition between tasks and prepare to leave at the end of class, routines help create an environment where expectations are clear and the flow of learning remains uninterrupted.

Why Are Routines Important?

Routines provide structure in a classroom, making it a predictable and safe space for learners. They create a sense of security because learners know exactly what to expect, which minimizes uncertainty and anxiety. When learners understand what is expected of them at any given point during the school day, they are more likely to engage in the learning process without distractions. In contrast, a lack of routines can lead to confusion, anxiety, and ultimately, misbehaviour, as learners are unsure of what comes next.

Additionally, routines can significantly reduce classroom disruptions. When learners know the steps to follow, transitions from one activity to another can be smoother and quicker, allowing for more time dedicated to instruction. Routines also help set the tone for the day, ensuring that lessons begin with a focused and productive atmosphere.

How to Develop Effective Routines

1. Start the Day with Purpose

The way you begin your class can set the tone for the entire lesson. Consider starting with a routine that helps learners transition into a learning mindset. This could include reviewing material from the previous day, conducting a brief warm-up activity, or having learners silently reflect on a question related to the lesson. By incorporating a consistent start to each class, you help learners mentally prepare for the lesson ahead and focus their attention on the content.

2. Design Transitions that Minimize Disruption

Moving between activities can often be a time of disruption if not managed effectively. Establishing clear routines for transitions ensures that learners know what is expected of them at each step. Whether it's moving from independent work to group work or transitioning from one subject to another, having clear guidelines for what learners should do during these times reduces idle chatter and wasted time. For example, you might give learners a specific signal when it's time to wrap up an activity, followed by a clear instruction on what to do next (e.g., "Please put away your materials and transition to the carpet for our group discussion").

3. Incorporate Time for Review and Reflection

Setting aside time at the beginning or end of each lesson for reviewing past content reinforces learning and ensures that learners retain information over time. A brief review or reflection on previous lessons helps learners connect what they've learned with new material, making the learning process more cohesive. For instance, starting each class with a 5-minute review of key concepts from the last lesson can serve as a gentle reminder for learners and can also serve as a formative assessment tool for you to gauge understanding.

4. End the Day on a Positive Note

Just as it's important to start the day with a positive and focused tone, it's equally important to end the class in a way that reinforces good behaviour and learning. A routine for wrapping up the lesson can involve having learners reflect on what they learned, setting goals for the next day, or completing an exit ticket. Ending with a structured routine signals to learners that the lesson has concluded, while also giving them a chance to process the day's learning.

The Benefits of Consistent Routines

1. Reduces Uncertainty and Stress

When learners know what to expect throughout the day, they feel more secure in their environment. Routine provides a level of stability that can reduce anxiety and help learners feel more confident in their learning.

2. Increases Time on Task

Clear routines for transitions and activities reduce the time spent on figuring out what to do next. As a result, you gain more instructional time and learners spend less time waiting or engaging in off-task behaviour.

3. Promotes a Positive Classroom Culture

Routines create a sense of responsibility among learners. When learners know the steps they need to follow, they feel empowered to manage their time and behaviour. Additionally, routines foster a positive classroom culture by reinforcing respect, responsibility, and engagement.

4. Improves Classroom Management

A well-established routine means less need for constant redirection and discipline. Learners who understand the classroom structure are less likely to engage in disruptive behaviour, as they are clear on expectations and know the consequences of not following them.

Tips for Implementing and Maintaining Routines

- **Be Consistent:** The key to successful routines is consistency. Ensure that routines are practiced regularly so that they become second nature to your learners.
- **Model Expected Behaviour:** In the early stages of implementing a new routine, model the expected behaviour and walk learners through the process. Give them ample opportunities to practice until it becomes routine.
- **Be Flexible:** While consistency is important, be open to adjusting routines when necessary. If something isn't working, don't be afraid to tweak it. Flexibility allows you to adapt to the needs of your learners and to make the classroom experience more effective.
- **Reinforce Routines:** Praise and acknowledge when learners follow routines correctly. Positive reinforcement not only encourages adherence to routines but also motivates learners to take ownership of their behaviour.

By establishing effective routines, you create an environment where learning is maximized, learners feel supported, and classroom management becomes more seamless. Remember, routines aren't just about rules—they're about creating a culture of predictability, respect, and engagement that allows both you and your learners to thrive.

Good examples of Routine may include the following:

a) Morning Arrival Routine

- **Purpose:** Start the day with structure and help learners transition into learning.
- **Example:**
 - Learners enter the classroom and immediately hang up their coats or backpacks.
 - They then go to their assigned seats and begin a “bell work” activity (e.g., a short writing prompt, math review, or a question to reflect on the previous day’s lesson).
 - The teacher may take attendance while learners complete their morning task, ensuring they are settled before the lesson begins.

b) Transitioning Between Activities

- **Purpose:** Minimize downtime between activities and maximize learning time.
- **Example:**
 - When transitioning from independent work to group work, the teacher gives a 5-minute warning, followed by a 1-minute countdown.
 - Learners then follow a set procedure, like moving into pre-designated group areas or picking up specific materials.
 - A clear signal (e.g., a bell or a hand raised high) indicates that the transition is complete, and learners know they must be silent and focused on the next task.

c) Classroom Entry and Exit Routine

- **Purpose:** Ensure learners are focused and organized when entering and leaving the classroom.
- **Example:**
 - When entering the classroom, learners are expected to sit down quietly and wait for the teacher’s instructions. This might be accompanied by a specific sound cue (such as a bell or a song) that signals learners to stop what they’re doing and get ready.
 - When preparing to leave, learners line up at a designated spot. Before leaving, they must complete an exit task (such as a brief reflection or returning all materials to their proper place).
 - The teacher may then dismiss learners in small groups, based on orderly behaviour, ensuring a calm and structured departure.

d) Small Group Work Routine

- **Purpose:** Keep group work productive and ensure all learners participate.
- **Example:**
 - At the beginning of group work, the teacher explains the task and assigns roles (e.g., timekeeper, note-taker, speaker, etc.).
 - Learners know to check in with their group members regularly and keep the conversation on task by using “group agreements,” such as “one person speaks at a time” or “stay on topic.”
 - When it's time to end the group activity, a signal (e.g., a soft chime) tells learners to stop working and return to their seats, ready to share their findings with the class.

e) Starting a Lesson Routine

- **Purpose:** Set a focused tone for learning from the start.
- **Example:**
 - As learners enter, the “Do Now” activity is projected on the board or displayed on a handout. This could be a question or brief review related to the day's lesson, allowing learners to get into a learning mindset immediately.
 - The teacher then briefly reviews the objectives for the lesson and connects it to previous material, reinforcing continuity and purpose.

f) Bathroom Break and Movement Routine

- **Purpose:** Manage learner movement in the classroom and prevent disruptions.
- **Example:**
 - Learners raise their hand if they need to leave the classroom for a bathroom break.
 - The teacher acknowledges the learner and may call on a different learner to go to the bathroom if there's a limit on the number of learners allowed to leave at a time.
 - A timer or visual indicator on the board can be used to track how long learners are allowed out, ensuring they return quickly and minimize disruptions.

g) End-of-Class Routine

- **Purpose:** Bring closure to the lesson and transition learners smoothly to the next class or activity.
- **Example:**

- 5 minutes before class ends, the teacher gives a reminder about what needs to be done before leaving (e.g., packing up, finishing assignments, etc.).
- Learners clean up their areas and ensure all materials are returned to their proper places.
- The teacher may then engage learners in a quick wrap-up activity, like a 3-2-1 (3 things they learned, 2 things they found interesting, and 1 question they still have).
- Finally, learners gather their belongings, and the teacher may dismiss them by row or in small groups to ensure a calm exit.

h) Morning Meeting or Circle Time Routine

- **Purpose:** Foster community building and set a positive tone for the day.
- **Example:**
 - Learners gather in a circle or around a central meeting space.
 - The teacher leads a quick check-in, asking each learner how they're feeling or prompting a short discussion question that connects to the day's lesson.
 - This routine helps learners feel heard, builds relationships, and sets a collaborative, respectful atmosphere for the day's learning.

i) Shifting Focus Routine

- **Purpose:** Help learners refocus during moments of distraction or after a long activity.
- **Example:**
 - After a long reading session or after lunch, learners are given a brief "transition task" (e.g., a brain break or a short physical activity, like stretching or a 2-minute "shut your eyes and breathe" moment).
 - This helps reset their focus and prepare for the next learning activity. It could also be paired with music, where learners know that when the music stops, they need to be ready to engage in the next lesson.

j) Independent Work Routine

- **Purpose:** Ensure learners work productively and stay focused during independent tasks.
- **Example:**
 - When learners begin an independent work task, the teacher sets clear expectations: "You have 20 minutes to complete this worksheet. Raise your hand if you need help, but otherwise, stay focused on your task."

- The teacher walks around the classroom, checking in with learners and providing support as needed, while learners are expected to maintain focus and ask for help when appropriate.

Tips for Successful Routines:

- **Be Consistent:** Consistency in routines helps learners internalize expectations and minimizes confusion.
- **Model Behaviour:** Especially when introducing new routines, take the time to model the expected behaviours and steps.
- **Reinforce with Praise:** Acknowledge when learners are following routines correctly to encourage positive behaviour.
- **Adjust as Needed:** Be open to refining routines based on what works or doesn't work in practice.

These routines, once established, create a classroom atmosphere that runs smoothly, where learners know exactly what to expect and what is expected of them. This predictability leads to greater engagement, a stronger sense of security, and more time spent on productive learning.

8. Conflict Resolution: Equipping Learners with Lifelong Skills

In any classroom, conflicts between learners are inevitable—but how we guide them through those moments can make all the difference. Conflict resolution is not just about settling disputes; it's about teaching learners how to handle disagreements with respect, empathy, and self-awareness. As teachers, we play a key role in modelling and facilitating these skills.

Effective conflict resolution begins by creating a safe space where learners feel heard. Encourage each learner to share their perspective without interruption, emphasizing the importance of active listening. Help them identify the root cause of the disagreement rather than focusing on blame. From there, guide them in finding common ground and working toward a solution that is fair and mutually agreed upon.

When conflict resolution becomes part of your classroom culture, it fosters a more respectful and inclusive environment. It also reduces the likelihood of repeated issues and empowers learners to handle future conflicts independently. Beyond the immediate classroom benefits, you're also helping learners build critical social-emotional skills they will carry with them for life—such as empathy, problem-solving, self-regulation, and collaboration.

Integrating these practices consistently—whether through class meetings, restorative conversations, or role-playing activities—can transform how learners interact with

one another. Ultimately, you're not just resolving conflicts—you're helping to shape emotionally intelligent, compassionate individuals.

Here are some examples to manage conflict in the classroom:

a) “You Took My Spot!” – Dispute Over Seating

Scenario: Two learners argue over a preferred seat during group work. One accuses the other of “always taking their spot.”

Steps Taken:

- The teacher calmly separates the learners and invites them to talk it out.
- Each learner shares their side while the other listens without interrupting.
- The teacher helps them identify the underlying issue: a need for personal space and feeling respected.
- They brainstorm solutions—like taking turns or assigning seats for the week.

Resolution: Learners agree to a rotating seating arrangement and check in with each other before each group activity.

b) “He’s Not Letting Me Talk!” – Group Work Imbalance

Scenario: A learner feels left out because a peer dominates the conversation during a project.

Steps Taken:

- The teacher facilitates a group discussion about team roles and respectful communication.
- The group sets norms: everyone gets equal time to speak, and they use a “talking object” to take turns.
- The teacher checks in periodically to support accountability.

Resolution: The group dynamics improve, and learners report feeling heard and more engaged.

c) “She Said Something Mean” – Hurtful Language

Scenario: A learner reports that a classmate made a hurtful comment about their appearance.

Steps Taken:

- The teacher speaks privately with each learner, then brings them together for a mediated conversation.
- The “offending” learner is encouraged to reflect on their words and the impact they had.
- The focus is on empathy and taking responsibility, not just punishment.
- A sincere apology is given, and both learners agree on how to communicate more respectfully in the future.

Resolution: The relationship improves, and both learners feel more secure about addressing issues openly.

d) “We Can’t Agree on the Topic” – Team Project Conflict

Scenario: A group can’t decide on a presentation topic and tension rises.

Steps Taken:

- The teacher introduces a simple conflict resolution framework (e.g., “state, listen, propose”).
- Each learner shares their preferred topic and explains why.
- They’re guided to look for overlapping interests or compromise.

Resolution: They merge ideas into a new, collaborative topic that includes elements from each learner’s original proposal.

e) “They’re Always Bossing Me Around” – Power Struggles

Scenario: During play-based learning, one child constantly takes charge, while another feels pushed aside.

Steps Taken:

- The teacher observes and intervenes with questions like, “How can we make sure everyone’s idea is part of the game?”
- Learners are encouraged to create “group rules” for how decisions are made in play.
- Role-playing activities are used later to reinforce cooperative behaviours.

Resolution: The group starts voting on decisions and checking in with one another during activities.

These examples highlight how conflict resolution isn't just about stopping problems—it's about teaching learners how to manage relationships, communicate effectively, and become more thoughtful members of a community.

9. Using Regular Check-Ups as a Classroom Management Strategy

As teachers, one of our most important roles is not just delivering content, but also creating a classroom environment where learners feel supported, understood, and engaged. One effective yet often overlooked strategy for managing classrooms proactively is the use of *regular check-ups*.

Regular check-ups involve intentionally setting aside time to check in on your learners' academic progress, emotional well-being, and overall experience in the classroom. These check-ins can be conducted informally—such as a quick chat during independent work time—or more formally, through scheduled one-on-one or small group conversations.

Why Regular Check-Ups Matter

- **Catch Issues Early:** Small concerns can escalate if unnoticed. Regular check-ins allow you to identify academic struggles, behavioural patterns, or social-emotional issues before they become larger problems.
- **Provide Timely Support:** Learners who feel seen and heard are more likely to stay engaged. These conversations give you the chance to offer encouragement, clarify misunderstandings, and provide differentiated support.
- **Strengthen Relationships:** Regular interactions build trust and rapport. When learners know you're invested in their success and well-being, they're more likely to respond positively to feedback and expectations.
- **Adjust Instruction Strategically:** These insights can guide your teaching. If several learners express confusion or frustration, you can adapt your instruction or pacing accordingly.

How to Implement Regular Check-Ups

- **Schedule Strategically:** Check-ins don't need to be long to be meaningful. Aim for a 2–5 minute conversation with each learner every few weeks. Use transition times, bell work, or group work as opportunities.
- **Create a Safe Space:** Frame these conversations positively. Use open-ended questions such as, "How are you feeling about our recent lessons?" or "Is there anything you wish we did differently in class?"
- **Track Patterns:** Keep brief notes on what learners share. Over time, you may notice trends that inform your classroom decisions or indicate learners who need additional resources.

- **Be Flexible:** Not every learner will open up right away, and that's okay. Consistency is key—over time, your learners will learn to trust the process and share more honestly.

Final Thoughts

Classroom management isn't just about maintaining order; it's about fostering a community where learners thrive. Regular check-ups are a simple yet powerful way to stay attuned to your learners' needs, strengthen classroom culture, and support academic and emotional growth. When learners feel known and supported, they're far more likely to succeed—and that's the ultimate goal.

Some examples of regular check-ups.

a) Academic Check-Ups

These help gauge understanding, motivation, and workload:

- **Quick Exit Tickets**
Ask a reflective prompt like:
 - "What part of today's lesson was most confusing?"
 - "Rate your understanding of today's topic from 1–5."
- **One-on-One "Mini-Conferences"**
During independent work or group activities, pull learners aside for 2-minute chats:
 - "How are you feeling about our current unit?"
 - "Is there anything you'd like more help with?"
- **Weekly Digital Check-In Form (Google Forms, etc.)**
Ask a few consistent questions like:
 - "What was something that clicked for you this week?"
 - "Do you feel you're keeping up with the pace of the class?"

b) Emotional & Social Check-Ups

These build trust and promote a positive class environment:

- **Mood Meters or Emoji Charts**
Have learners mark how they're feeling at the start of class—either on paper, a whiteboard, or digitally.
- **"Rose, Thorn, Bud" Reflection**
At the end of the week, have learners write or share:
 - ☐ *Rose*: Something that went well
 - ☐ *Thorn*: A challenge they faced
 - ☐ *Bud*: Something they're looking forward to

- Wellness Wednesdays (or any day)
Dedicate 5 minutes to mental check-ins:
 - “What’s something that made you smile this week?”
 - “Is there anything on your mind you’d like to share anonymously?”

c) Classroom Culture & Behaviour Check-Ups

These encourage ownership of class norms and routines:

- Class Pulse Surveys
Use anonymous forms with statements like:
 - “I feel respected in this classroom.”
 - “Our class is a safe space to share ideas.”
 - “I’m clear on what the behaviour expectations are.”
- Feedback Corners or Suggestion Boxes
Let learners suggest improvements:
 - “What’s one change you’d like to see in how we run class?”
 - “What’s something I can do better as your teacher?”
- Class Meeting Circles (once a month or quarter)
Let learners voice ideas or concerns in a structured group setting, guided by a talking piece or prompt.

10. The Benefits of Humour in Teaching

1. Builds a Positive Classroom Environment

Humour helps create a warm, inclusive atmosphere where learners feel safe to take risks, make mistakes, and be themselves. A lighthearted tone can ease tension, reduce anxiety, and help even the most reluctant learners open up. When learners are smiling, they’re more likely to be participating, asking questions, and staying involved.

2. Boosts Engagement and Retention

Let’s face it—attention spans are short, and competition from screens is fierce. A well-timed joke, a funny story related to the lesson, or a playful classroom activity can capture learners’ attention and help them retain information more effectively. Learners are far more likely to remember the causes of the French Revolution if it involves a mock trial where Marie Antoinette is hilariously defending her cake.

3. Strengthens Teacher-Learner Relationships

Humour humanizes you. It shows learners that you’re approachable, relatable, and yes, even funny. This strengthens trust and rapport, which in turn encourages more positive behaviour and communication. Learners are more willing to listen and learn from someone they enjoy being around.

4. Helps Teachers Manage Stress

Let's not forget: teaching is stressful. Finding ways to laugh with your learners (and sometimes at yourself) can make even the toughest days a bit easier. It's a built-in stress reliever that keeps the classroom feeling light—even when the curriculum is heavy.

Practical Ways to Use Humour in the Classroom

- **Tell Stories:** Share a funny (appropriate!) anecdote from your own life that connects to the lesson. Learners love hearing real stories—it makes you more relatable and the content more memorable.
- **Use Playful Language:** Sprinkle in puns, rhymes, or humorous analogies. For example, “The mitochondria is the powerhouse of the cell—but let's be honest, it's the coffee machine of biology.”
- **Incorporate Games and Skits:** Learning doesn't have to be all notes and lectures. Use role play, parody songs, or short skits to bring content to life in a funny and engaging way.
- **Laugh at Mistakes:** Model a healthy attitude toward failure. If something goes wrong—your projector dies, your voice cracks mid-lecture—own it and laugh. It teaches learners resilience and humility.
- **Create Running Jokes:** Whether it's a class mascot, a funny phrase you always say, or an ongoing inside joke about your love of coffee, these little traditions can build a strong classroom community.

A Word of Caution

Humour should always be inclusive, kind-spirited, and age-appropriate. Avoid sarcasm or jokes that may target or isolate learners. The goal is to lift learners up, not bring anyone down.

In Conclusion

Humour is more than just entertainment—it's an educational strategy. It makes content stickier, classrooms friendlier, and teaching more joyful. So don't be afraid to laugh a little (or a lot). When learners associate learning with positive emotions, you're not just teaching them content—you're creating an experience they'll remember.

Because at the end of the day, if laughter is the best medicine, then maybe your classroom is the healthiest place on earth.

Here are some **realistic, classroom-friendly examples** of how teachers can use humour to enhance learning, connect with learners, and keep things lively:

a) Funny Analogies to Explain Concepts

- Science: “Enzymes are like little matchmakers for molecules. They bring them together, whisper sweet nothings (or hydrogen bonds), and—boom!—chemical reaction.”
- Math: “Negative numbers are like emotional baggage. You carry them around and they subtract from your happiness—but luckily, we know how to work through them!”
- History: “The Cold War wasn’t about snowballs or icy stares (although there were plenty). It was more like a decades-long staring contest between the U.S. and the U.S.S.R.”

b) Using Jokes and Puns

- English: “Why was the adjective always nervous? Because it was surrounded by tense nouns.”
- Biology: “I told my learners a mitochondria joke... but it lacked the energy.”
- Geography: “We have a test on continents tomorrow. It’s going to be *in-tents*... get it? *Intense*?”

Note: Yes, they will groan. That’s part of the fun.

c) Role-Playing and Classroom Skits

- Have learners act out historical events like mock press conferences with characters from the American Revolution.
- Become a character yourself! For example, teach a math lesson while pretending to be a confused pirate who needs help dividing treasure.
- Use goofy voices or props (a crown, a cape, even sunglasses) when introducing new topics.

d) Create a Silly “Class Mascot” or Inside Joke

- Have a classroom pet rock, rubber duck, or plush toy that “learns with the class” and occasionally “gives advice” in a funny voice.
- Make a running joke out of something small, like pretending every Monday is “Opposite Day” (e.g., “Today’s homework is NO homework—just kidding!”).

e) Lighthearted “Wrong Answers”

- When reviewing material, throw in ridiculous multiple-choice options:
 - Q: What causes photosynthesis?
 - A. Sunlight
 - B. Water

- C. Carbon dioxide
- D. A secret garden gnome society

Learners laugh, but they also learn to *spot* the correct answer more easily.

f) Laughing at Yourself

- If you trip over your words or spill your coffee, just roll with it:
“That was my daily dose of humility. You’re welcome, class.”
- If your slideshow crashes: “Well, that’s what I get for trusting technology. Back to the chalkboard like it’s 1994!”

g) Brain Breaks and Goofy Activities

- Play 60-second games like “Guess the Emoji Movie Title” or “Teacher Trivia” (“How many cups of coffee do you think I had this morning?”).
- Have learners come up with their own educational memes or “dad jokes” about a topic you’re studying.

11. Communicating Consequences Effectively in the Classroom

As teachers, one of the most important aspects of maintaining an organized and productive classroom is ensuring that learners clearly understand the consequences of their behaviour. This requires more than just enforcing rules; it involves proactively communicating the expected behaviours and the specific outcomes—both positive and negative—that result from those behaviours.

When learners are aware of the direct consequences of their actions, they are better equipped to make informed choices about how they behave. For example, a clear explanation that following classroom rules will result in rewards, such as extra recess or free time, helps motivate learners to adhere to expectations. On the other hand, informing learners that disruptive behaviours may lead to consequences such as loss of participation points or a timeout emphasizes that their actions have direct effects on their experience and their peers’ experience.

It’s crucial to be consistent in applying these consequences, as fairness is key to maintaining trust and respect in the classroom. When learners see that consequences are applied consistently, whether for positive or negative behaviour, they are more likely to understand and respect the system. This creates a predictable environment where learners can focus on learning without confusion or anxiety about what will happen next.

Additionally, providing opportunities for learners to reflect on their behaviour, both positive and negative, allows them to make connections between their actions and

the outcomes. This reflection can be an invaluable teaching tool, helping learners not only to follow rules but also to develop their self-regulation skills.

In sum, clear communication about consequences helps create an environment where learners feel secure, respected, and accountable. When learners understand the expectations and know that consequences will be applied fairly, they are more likely to engage in positive behaviours and contribute to a positive learning environment for everyone.

Here are some practical examples of how to communicate consequences effectively in a classroom:

a) Classroom Rules and Positive Reinforcement

- Example: At the beginning of the year, you could set clear expectations with your learners. For instance, “When you raise your hand to speak, you’ll get the chance to share your thoughts. If you respect others’ speaking time, you’ll earn extra recess time at the end of the week.”
- Effective Communication: By stating the reward (extra recess time) for following the rules (raising hands to speak), learners understand exactly what they gain from their positive behaviour.

b) Consistent Consequences for Disruptions

- Example: “If you choose to talk while someone else is speaking, you will receive a warning. If it continues, you will lose 5 minutes of your recess.”
- Effective Communication: By clearly explaining the steps (warning first, then loss of recess) for disruptions, learners are aware of what to expect if they break the rule. This helps them make better choices.

c) Public or Private Reinforcement

- Example: After a learner completes an assignment on time, you say, “Thank you for handing your work in on time. You’ve earned a homework pass for the week.”
- Effective Communication: Publicly acknowledging the behaviour reinforces the positive action and helps the learner feel valued. Similarly, when handling negative behaviours, a private conversation might be more appropriate, ensuring the learner is not embarrassed.

d) Classroom Behaviour Chart

- Example: A behaviour chart where learners move their names up or down depending on their actions. “If you keep your voice at a level 2 during group work, you’ll move up to the green zone. If you’re disruptive, you’ll move down

to yellow, and if the disruption continues, you'll need to have a conversation with me after class."

- **Effective Communication:** This visual tool makes it easy for learners to track their behaviour and see the immediate consequences. It also provides a clear structure for them to follow and understand the link between actions and consequences.

e) Clear Expectations for Group Work

- **Example:** "When you work in groups, I expect you to stay on task. If you do, you'll get the opportunity to present your group's work to the class. If your group spends too much time off task, you'll need to complete a short reflection on how to improve for next time."
- **Effective Communication:** Setting a clear reward (presenting work) for staying on task, along with a consequence (reflection) for not staying on task, helps learners understand what's expected of them during group activities.

f) Reflection on Behaviour

- **Example:** After a learner disrupts class by speaking out of turn, you could say, "I noticed you were talking during the lesson, which interrupted your classmates' learning. Let's take 5 minutes to reflect on what happened and how we can do better next time. You'll also need to stay in for 5 minutes of lunch to make up for lost learning time."
- **Effective Communication:** This approach not only addresses the behaviour but also invites the learner to reflect on their actions, helping them learn from the situation.

g) Reward System for Positive Behaviour

- **Example:** "Every time the class is ready to start work quietly, you'll get a class point. After 5 points, we'll have a fun activity as a reward."
- **Effective Communication:** By explaining that the entire class can earn points for being on task, you promote teamwork and accountability. The learners understand that their behaviour as a group leads to a tangible reward.

h) Pre-Emptive Communication

- **Example:** "Before we start the test, I want to remind everyone that if you talk during the test, you'll be asked to move to a different seat to finish. This will help everyone focus and do their best."
- **Effective Communication:** By addressing the behaviour before it happens, you give learners the chance to self-monitor, making them more likely to follow the rule and avoid the consequence.

i) Behaviour Contracts

- Example: For a learner who struggles with staying on task, you might use a behaviour contract: “Let’s agree that for every 30 minutes you stay focused on your work without distractions, you’ll earn 10 minutes of extra free time.”
- Effective Communication: A behaviour contract sets a clear agreement with the learner, outlining both the expected behaviour and the specific rewards. It’s a proactive way to manage behaviour and provides learners with ownership of their actions.

j) Natural Consequences

- Example: “If you forget your homework, you’ll have to stay in during lunch to complete it. This is a natural consequence of not being prepared, and it helps you learn to be more responsible in the future.”
- Effective Communication: By explaining how natural consequences (such as staying in to finish work) help learners learn responsibility, you reinforce the idea that their actions have real-life impacts.

By providing clear, consistent, and fair consequences, learners learn not just about what is expected of them, but also how their behaviour impacts both their own learning and the class as a whole. The key is ensuring that consequences are understood, proportionate, and applied consistently. This creates a structured yet supportive learning environment.

12. Enhancing Classroom Management Through Technology Integration

Incorporating technology into classroom management is a powerful strategy for enhancing both teaching effectiveness and learner outcomes. By thoughtfully integrating digital tools, teachers can streamline daily tasks, foster learner engagement, and support a more organized and responsive learning environment.

A wide range of educational platforms and applications are available to support this integration. Tools like **Kahoot**, **Google Classroom**, and **Duolingo** offer interactive and personalized learning experiences that can help maintain learner interest and motivation. These platforms also provide valuable tools for tracking learner behaviour, participation, and academic progress—enabling teachers to make informed decisions about instruction and classroom strategies.

Technology also facilitates communication and collaboration. Platforms such as **Google Classroom** and **Microsoft Teams** allow learners to submit assignments digitally, receive timely feedback, and participate in class discussions beyond the physical classroom. These tools promote transparency, accountability, and continuous engagement.

Moreover, technology enhances administrative efficiency by simplifying tasks like attendance tracking, grading, and resource sharing. This efficiency frees up more time for instruction and individualized learner support.

Importantly, digital tools support **diverse learning styles** through multimedia content, adaptive learning paths, and accessibility features. This makes it easier to differentiate instruction and meet the varied needs of today's learners.

By embracing technology in the classroom, teachers can create a dynamic and inclusive learning environment that not only supports academic achievement but also fosters digital literacy and 21st-century skills.

a) Engagement & Interactive Learning

- Kahoot: Use this game-based platform to conduct live quizzes or formative assessments. Learners compete in real-time, which boosts energy and focus.
- Nearpod: Create interactive lessons that include polls, virtual field trips, quizzes, and collaborative boards.
- Flip (formerly Flipgrid): Learners can record short video responses to prompts or discussion topics—great for peer interaction and reflection.

b) Content Delivery & Differentiation

- YouTube & Edpuzzle: Show videos with embedded questions to check for understanding during instruction. Edpuzzle allows you to track if learners watched the video and how they responded.
- Google Slides with Pear Deck: Turn static presentations into interactive lessons where learners respond on their own devices in real time.
- Reading Apps like Epic! or Raz-Kids: Offer leveled reading options for learners, ideal for independent reading time or literacy centers.

c) Assessment & Feedback

- Google Forms: Quick quizzes or exit tickets that auto-grade, giving immediate feedback to both you and your learners.
- Quizizz or Socrative: Tools for self-paced quizzes with instant feedback and reports for formative assessment.
- Formative: Enables teachers to see learner responses live and give instant feedback.

d) Communication & Collaboration

- Google Classroom or Microsoft Teams: Central hubs for sharing resources, announcements, assignments, and collecting learner work.

- Padlet: A virtual board where learners can post ideas, responses, or projects. Great for brainstorming and collaborative work.
- Jamboard: Digital whiteboard for collaborative activities in small groups.

e) Organization & Productivity

- ClassDojo: Classroom management tool that lets teachers track behaviour, share updates with parents, and reward positive actions.
- Trello or Google Keep: Help learners (especially older ones) organize tasks, plan projects, or keep digital to-do lists.
- Canva for Education: For creating posters, infographics, or learner projects with templates and graphic design tools.

13. Flexible Seating

Flexible seating is a learner-centered approach to classroom management that empowers learners by giving them autonomy over their physical learning environment. By offering a variety of seating options, teachers can create a space where learners feel more comfortable, focused, and motivated to engage in their work.

Rather than adhering to traditional rows of desks, flexible seating incorporates a range of options such as standing desks, bean bags, wobble stools, floor cushions, lap desks, and adjustable chairs. These choices allow learners to select seating based on their learning preferences, emotional state, or the nature of the task at hand.

For example, a learner who needs to collaborate with peers may choose a table with group seating, while another who needs quiet time to concentrate might move to a corner with a floor cushion and a clip board. This dynamic use of space encourages independence, responsibility, and self-awareness in learners.

The benefits of flexible seating extend beyond comfort. Research and classroom experience show that this approach can:

- Improve learner focus and engagement.
- Reduce behavioural issues by allowing movement and choice.
- Support diverse learning styles and physical needs.
- Foster a more inclusive and equitable classroom environment.

As teachers, implementing flexible seating is an opportunity to differentiate instruction not just through content and process, but through the environment as well. By rethinking how classroom space is used, we can better meet the holistic needs of our learners and enhance the overall learning experience.

Types of Flexible Seating Options & Their Purpose

a) Standing Desks

Use: For learners who concentrate better while standing or who need more movement.

Benefit: Helps learners with high energy levels or attention challenges stay engaged.

b) Bean Bag Chairs

Use: Ideal for reading or independent work.

Benefit: Offers comfort and a cozy space that can reduce anxiety and promote calm.

c) Stools or Wobble Chairs

Use: Great for small group discussions or writing centers.

Benefit: Encourages subtle movement (especially good for kinesthetic learners) while keeping learners seated.

d) Floor Cushions or Rugs

Use: A relaxed option for reading, partner work, or tech time with tablets.

Benefit: Supports learners who like to sprawl out or sit cross-legged.

e) Yoga Balls (Stability Balls)

Use: For learners who benefit from movement while seated.

Benefit: Improves core strength and helps with focus, especially for learners with sensory needs.

f) Low Tables with Floor Seating

Use: Group collaboration or creative work like art and journaling.

Benefit: Offers a grounded, relaxed feel—especially appealing to younger learners.

g) Café-Style Tables or Lap Desks

Use: Flexible for either independent or group work.

Benefit: Mimics real-world environments, adding authenticity to the learning experience.

h) Window Seat or Quiet Corner

Use: For learners who need to self-regulate or take a break.

Benefit: Provides a low-stimulation, calming area to recharge without leaving the classroom.

14. Fostering Excitement in the Classroom

Creating a dynamic and stimulating classroom environment is essential for fostering learner engagement and motivation. When learners are excited about what they are

learning, they are more likely to participate actively, retain information, and develop a lasting interest in the subject matter.

To cultivate this excitement, teachers can integrate high-energy teaching strategies and interactive elements into their lessons. This might include incorporating educational games, designing lessons that are both lively and relevant, or using real-world examples to illustrate key concepts in a meaningful way.

One effective approach is to start each lesson with a captivating demonstration or a thought-provoking question. Incorporating interactive technologies—such as digital quizzes, multimedia presentations, or virtual simulations—can also enhance learner involvement by making abstract topics more tangible and relatable.

Excitement in the classroom is not just about having fun—it's about creating an atmosphere where curiosity thrives and learners feel empowered to take ownership of their learning. When learners are emotionally and intellectually engaged, they are more likely to persevere through challenges, collaborate with their peers, and strive for academic success.

As teachers, our role is to be facilitators of this excitement by continuously exploring innovative methods, adapting to learner interests, and fostering a positive, energetic classroom culture.

Some examples to excite learners in a classroom may include the following:

a) Interactive and Game-Based Learning

- Review Games: Use tools like Kahoot!, Quizizz, or Jeopardy-style games to review content in a competitive and fun format.
- Escape Room Activities: Create challenges where learners solve puzzles to "unlock" the next clue, all tied to your lesson content.
- Classroom Bingo: Customize a bingo game with key vocabulary or concepts from the unit.

b) Engaging Demonstrations & Hands-On Activities

- Science Experiments: Start a science lesson with a wow-factor demo like a chemical reaction or a physics trick.
- Art Integration: Let learners create visual representations of concepts (e.g., comic strips to explain a historical event).
- Manipulatives: Use physical tools (like fraction tiles, letter blocks, or models) to allow tactile exploration.

c) Technology Integration

- Virtual Field Trips: Take learners on a virtual tour of a museum or historical site using platforms like Google Arts & Culture.
- Augmented Reality (AR): Use apps that overlay digital content on the physical world, like merging anatomy lessons with 3D organs.
- Learner-Created Content: Let learners create short videos, podcasts, or digital posters to explain a concept in their own words.

d) Creative and Role-Based Learning

- Role Play/Debate: Assign learners roles from history or literature and have them debate or reenact scenarios.
- Simulation Games: Turn the classroom into a mock courtroom, government, or marketplace based on your subject area.
- Hot Seat Activity: A learner takes the "hot seat" as a historical or fictional character while classmates ask questions.

e) Curiosity-Driven Techniques

- Mystery Boxes: Start a lesson by showing an object in a box and let learners guess how it connects to the topic.
- Wonder Walls: Create a space where learners post questions they're curious about before you introduce the new topic.
- Learner Choice Boards: Give learners options for how they demonstrate understanding (e.g., write a song, build a model, make a slideshow).

15. Avoiding Collective Punishment

As teachers, one of our core responsibilities is to create an environment where every learner feels valued, respected, and motivated to learn. When disruptive behaviour arises, it can be tempting to address it through collective punishment, especially if the misbehaving learners are in the minority. However, resorting to this approach often creates more harm than good. Punishing the entire class for the actions of a few not only feels unjust to those who are following the rules, but it can also have long-term negative effects on classroom morale and learner engagement.

The Problem with Collective Punishment

Collective punishment occurs when a teacher penalizes the entire group for the actions of a few. This method can manifest in many forms—such as giving the whole class extra homework, detaining everyone after school, or reducing privileges for the entire group. While it may seem like an efficient way to address behaviour, it can easily backfire. Here's why:

- **Unfairness to Responsible Learners:** When learners who have been following the rules are penalized alongside those who misbehave, it can cause frustration and resentment. Learners who are compliant may feel demoralized, believing that their efforts to do the right thing are unappreciated. This can erode trust between the teacher and learners, as well as among peers.
- **Decreased Motivation and Engagement:** For learners who consistently display good behaviour, collective punishment can lead to a decrease in motivation. When they are penalized despite their efforts, they may begin to question the fairness of the system and lose their desire to participate fully in the learning process.
- **Missed Opportunity for Targeted Intervention:** Collective punishment does not address the root cause of misbehaviour. By punishing everyone, we miss the opportunity to work directly with the learners who need guidance, support, and correction. This is a critical time to identify specific issues, whether they are related to personal struggles, academic difficulties, or social challenges, and address them in a more individualized way.

The Benefits of Targeted Discipline

Rather than using collective punishment, it is far more effective to address behavioural issues on a case-by-case basis. Here's how focusing on specific learners can lead to better outcomes:

- **Personal Accountability:** When only the learners who are misbehaving are held accountable for their actions, it sends a clear message that their behaviour has consequences. It encourages them to reflect on their actions and take responsibility for the impact they have on others. This approach fosters a sense of ownership over their behaviour, leading to quicker and more lasting behaviour changes.
- **Fostering a Positive Learning Environment:** When misbehaviour is addressed directly with the learners involved, the rest of the class is not punished unfairly. This can help maintain a positive and supportive classroom culture, where learners feel safe to express themselves and focus on learning without the distraction of feeling collectively penalized for others' actions.
- **Building Relationships and Offering Support:** Targeting specific learners allows teachers to develop stronger relationships with those who may be struggling. By taking the time to understand why a learner is misbehaving, teachers can provide the necessary support, whether through counseling, academic help, or changes in teaching strategies. This individualized attention can lead to more effective behavioural change and, ultimately, academic success.

Practical Strategies for Effective Discipline

- **Use Positive Reinforcement:** Instead of focusing solely on punitive measures, make an effort to highlight and reward positive behaviour in the classroom. Reinforcing good behaviour through praise or privileges can motivate learners to continue making positive choices.
- **Address Misbehaviour Early:** Intervening early in cases of disruption prevents the behaviour from escalating. When learners see that misbehaviour is dealt with promptly and appropriately, it discourages them from continuing to act out.
- **Implement Restorative Practices:** Restorative justice practices allow learners to understand the impact of their actions on others and work to repair any harm caused. These practices focus on making amends rather than just punishment, and they encourage empathy and responsibility.
- **Involve Parents and Guardians:** When learners continue to struggle with behaviour, involving their families can lead to a more comprehensive approach to solving the issue. Parents can provide insight into the learner's behaviour at home, and together, teachers and parents can devise a strategy that supports the learner's success.

a) Addressing Misbehaviour Individually

Instead of imposing consequences on the entire class for one or a few learners' actions, target the learner(s) directly involved.

- **Example:** If a learner is repeatedly talking during a lesson, instead of giving the entire class extra silent reading time, the teacher speaks with the learner privately after class to address the issue. The learner can then reflect on their behaviour without affecting their peers who were following the rules.

b) Private Conversations with the Learner(s)

Instead of calling out a misbehaving learner in front of the whole class, speak to the learner individually to understand the situation and explain the consequences of their actions.

- **Example:** If a learner is disruptive or not following instructions, the teacher might quietly approach them during the lesson or after class and ask what's going on. The teacher can then discuss the misbehaviour privately, allowing the learner to feel respected and without causing embarrassment or resentment among other learners.

c) Redirection During the Lesson

If a learner is causing disruption, rather than penalizing the entire class, redirect the learner's behaviour in real time, or ask them to leave the room temporarily to cool down.

- Example: During group work, if one learner is not contributing and causing distractions, the teacher can approach them individually, give them a task or a question to focus on, or even ask them to work quietly by themselves for a few minutes. This avoids punishing the entire group.

d) Use of Breaks or Time-Outs for Specific Learners

Instead of disrupting the entire class by making everyone sit out or miss out on a planned activity, provide breaks or time-outs for the specific learner(s) who are misbehaving.

- Example: If a learner is having difficulty focusing, they may be given a brief break in a designated quiet space or asked to take a few minutes to regain composure. The rest of the class can continue with their work, and the learner can return to the group after calming down.

e) Positive Reinforcement for Good Behaviour

Rather than focusing on punishing the whole class for one or two learners' actions, emphasize and reward the good behaviour of the majority of learners.

- Example: If the majority of the class is behaving well, the teacher could give them extra points, praise, or small rewards, such as free time or a fun class activity. This reinforces positive behaviour without collectively punishing everyone for a few misbehaving learners.

f) Group-Based Responsibility, but with Individual Accountability

In situations where group work or class-wide expectations are in place, make it clear that only the individuals who are causing issues will be held accountable.

- Example: If a group project is being disrupted because one learner is not participating or distracting others, the teacher can have a one-on-one conversation with the learner while allowing the rest of the group to continue working. The teacher can then address the behaviour with the learner, without penalizing the entire group's progress or taking away their privileges.

g) Restorative Practices and Conflict Resolution

Encourage learners who have caused disruption to reflect on their actions and how they affect others, without resorting to collective punishment.

- Example: If a learner has been rude or disrespectful to another learner, rather than issuing a blanket punishment, the teacher could facilitate a restorative circle or a conflict resolution session. The misbehaving learner can apologize and learn from their actions, while the other learners are not negatively impacted by the incident.

h) Parent/Guardian Involvement for Individual Learners

When a learner's behaviour repeatedly disrupts the class, consider involving their parents or guardians to work together on a solution, without affecting the whole class.

- Example: If a learner is consistently late or misbehaving, the teacher might arrange a meeting with the learner's parents to discuss the behaviour and work on a strategy to improve. This way, the issue is addressed directly with the learner and their support network, without resorting to measures that affect everyone else in the class.

By implementing these strategies, teachers can ensure that behaviour management is fair, specific, and effective, focusing on the individuals who need support while maintaining a positive environment for the rest of the class. This approach fosters accountability, fairness, and a sense of responsibility among learners.

In conclusion, avoiding collective punishment helps foster a fair and motivating classroom environment. By addressing misbehaviour with precision and care, we not only help the learners who are struggling, but also maintain the trust and enthusiasm of the rest of the class. Ultimately, a fair and consistent approach to discipline encourages personal responsibility, strengthens classroom dynamics, and supports the academic and social growth of all learners.

16. Modelling Behaviour in the Classroom: Leading by Example

Modelling behaviour is one of the most effective classroom management strategies available to teachers. It is based on a simple yet powerful idea: learners learn not just through instruction, but by observing the actions and attitudes of the adults around them. As a teacher, every interaction you have — with learners, colleagues, and even the environment — communicates what is acceptable, valued, and expected in your classroom.

Why Modelling Matters

Children and adolescents are keen observers. They often mirror the behaviours they see in adults, especially those they trust and respect. When a teacher consistently demonstrates positive behaviour, learners are more likely to adopt similar habits. This includes how to:

- Speak respectfully and listen actively
- Handle conflicts calmly and constructively
- Take responsibility for their actions
- Show empathy and kindness to others
- Stay organized and follow through with tasks

By modelling these behaviours, teachers provide a living example of the classroom culture they want to build — one grounded in mutual respect, responsibility, and cooperation.

Practical Ways to Model Positive Behaviour

- 1. Respectful Communication**
Speak to learners the way you want them to speak to others. Use polite language, maintain eye contact, and listen without interrupting. Acknowledge their feelings and opinions, even when correcting behaviour.
- 2. Consistency and Integrity**
Follow through on your promises, maintain classroom rules fairly, and admit mistakes when they happen. Demonstrating honesty and accountability shows learners how to take ownership of their actions.
- 3. Emotional Regulation**
Show learners how to manage emotions, especially in stressful or challenging situations. Remaining calm, taking deep breaths, or expressing frustration in a constructive way teaches learners emotional intelligence.
- 4. Positive Social Interactions**
Treat all learners with kindness and equity. Collaborate respectfully with colleagues and address issues with care and professionalism. These behaviours set the tone for how learners should treat others.
- 5. Engagement and Responsibility**
Be punctual, prepared, and enthusiastic about teaching. Show learners that learning is a lifelong journey by being curious, open-minded, and willing to grow.

Examples of Modelling Behaviour in the Classroom

a) Respectful Communication

- You say: "Thank you for sharing your idea — I appreciate your perspective."
- What learners learn: How to listen respectfully and respond kindly, even if they disagree.

b) Admitting Mistakes

- You say: "I made a mistake on this math problem — let's fix it together."
- What learners learn: That it's okay to make mistakes and that taking responsibility is important.

c) Active Listening

- You do: Stop what you're doing, make eye contact, and nod as a learner speaks.
- What learners learn: That listening attentively is a sign of respect and care.

d) Managing Frustration

- You do: Take a deep breath when technology isn't working, and calmly troubleshoot.
- What learners learn: How to handle challenges without losing control or becoming negative.

e) Using Inclusive Language

- You say: "Everyone is welcome to contribute, and all voices matter in this class."
- What learners learn: To create a safe and inclusive space for everyone.

f) Cleaning Up After Yourself

- You do: Push in your chair, tidy your desk, and pick up litter without being asked.
- What learners learn: That shared spaces should be respected and cared for by everyone.

g) Encouraging a Growth Mindset

- You say: "I haven't figured it out yet, but I'm going to keep trying — that's how we learn."
- What learners learn: Persistence and resilience are valuable learning habits.

h) Welcoming Others

- You do: Greet learners at the door with a smile and by name.
- What learners learn: How to create a friendly and respectful community.

i) Being Punctual and Prepared

- You do: Start class on time and have materials ready.
- What learners learn: The importance of responsibility and time management.

j) Supporting Peers

- You do: Publicly thank a colleague or learner for their help.
- What learners learn: Appreciation, collaboration, and recognizing others' contributions.

The Ripple Effect of Modelling

When teachers model the behaviour they expect, the entire classroom benefits. It creates a safe and structured environment where learners feel seen, valued, and motivated to do their best. Over time, this leads to:

- Fewer behavioural issues
- Stronger teacher-learner relationships
- Increased learner self-discipline
- A more positive and inclusive classroom culture

Final Thoughts

Modelling behaviour is not about being perfect; it's about being intentional. Every day is an opportunity to reinforce the values and skills that learners need to thrive — not just in school, but in life. By leading with empathy, integrity, and consistency, teachers empower learners to do the same.

17. Fostering Learner Initiative in the Classroom

Encouraging initiative in learners is a powerful strategy for cultivating a more dynamic, learner-centered learning environment. When learners are given the opportunity to take ownership of their learning, they not only become more engaged but also develop essential life skills that extend far beyond the classroom.

As teachers, we can nurture initiative by creating a classroom culture where learner voice is valued and autonomy is encouraged. This might involve allowing learners to:

- **Lead group projects** or take on leadership roles in collaborative assignments

- **Propose alternative approaches** to assignments or class activities
- **Explore personal interests** through independent research or passion projects
- **Contribute ideas** for classroom routines, norms, or even curriculum topics where appropriate

When learners feel empowered to make decisions about their learning, they are more likely to take academic risks, ask thoughtful questions, and pursue learning with intrinsic motivation. Over time, this leads to deeper engagement, stronger critical thinking abilities, and increased confidence in their capacity to direct their own learning.

Moreover, encouraging initiative prepares learners for real-world challenges by helping them build resilience, creativity, and leadership skills—qualities that are essential for success in both higher education and the workforce.

As teachers, we play a key role in modelling and supporting this mindset. By providing structure and guidance while also stepping back to allow learners room to lead, we send the message that their ideas matter and that they are capable of shaping their own educational journey.

The following examples show that initiative can look very different depending on the age group, subject, and teaching style—but in all cases, it involves learners stepping forward with ideas, energy, and ownership.

a) Academic Initiative

- **Independent Research Projects:** A learner chooses a topic they're passionate about (e.g., space exploration, social justice, or sustainable fashion) and proposes a mini-project to investigate it, even if it's not part of the core curriculum.
- **Alternative Assignments:** A learner asks to present a concept through a podcast or video instead of a traditional essay, showing ownership of both their learning style and content.

b) Leadership & Collaboration

- **Peer Teaching:** A learner volunteers to explain a difficult concept to classmates or lead a review session before a test.
- **Classroom Roles:** Learners take the initiative to organize group activities, distribute materials, or manage a classroom job without being prompted.

c) Voice & Choice

- Curriculum Input: Learners suggest topics for upcoming units based on current events or their own curiosities, which are then integrated into the lesson plans.
- Policy Suggestions: A learner proposes a new system for group work (like rotating roles) or classroom management (like a learner-led conflict resolution process).

d) Community & Personal Growth

- Starting a Club or Campaign: A learner notices a need (e.g., mental health awareness, recycling) and starts an initiative, like a club, fundraiser, or awareness campaign.
- Seeking Feedback: A learner actively asks for feedback on their work to improve, rather than waiting for a grade.

e) Creative Expression

- Designing Class Materials: A learner creates visuals, slides, or interactive games to enhance a class presentation or help others understand a topic.
- Passion Projects: During Genius Hour or free periods, a learner works on a self-driven creative project like writing a book, coding an app, or composing music.

18. Integrating Peer Teaching into the Classroom

Peer teaching is a powerful instructional strategy that leverages learner collaboration to enhance understanding and engagement. By allowing learners to take on teaching roles—whether through tutoring, group problem-solving, or leading class discussions—teachers can create a dynamic learning environment where knowledge is both constructed and reinforced through social interaction.

At its core, peer teaching encourages learners to articulate their thinking, which not only deepens their own comprehension but also helps clarify concepts for their peers. When learners explain ideas in their own words, they engage in active

processing, which promotes retention and higher-order thinking. This method aligns with Vygotsky's social constructivist theory, which highlights the importance of social interaction in cognitive development.

Practical Classroom Applications:

- **Post-Instructional Pair Work:** After introducing a new concept—such as a math procedure or a scientific principle—pair learners to work through practice problems together. Assign roles so one learner explains the steps while the other solves, then switch roles.
- **Group Teaching Projects:** Assign small groups the task of teaching a mini-lesson or concept review to the rest of the class. This encourages research, organization, and the use of visual or verbal presentation skills.
- **Peer Tutoring:** Implement peer tutoring sessions where stronger learners support classmates who need reinforcement. This can be particularly effective in differentiated instruction or during review weeks.
- **Collaborative Problem Solving:** Use peer teaching within inquiry-based or project-based learning. As learners work together to solve complex problems, they naturally engage in explaining, questioning, and justifying ideas.

Benefits for Learners:

- **Deeper Understanding:** Teaching others requires clarity of thought and forces learners to break down complex ideas into manageable parts.
- **Increased Engagement:** Learners are often more motivated and open to learning from peers in a less formal, more relatable context.
- **Development of Soft Skills:** Peer teaching fosters communication, empathy, leadership, and teamwork—skills essential for academic and life success.
- **Confidence Building:** Being trusted with teaching responsibilities can boost learners' confidence and sense of ownership over their learning.

Implementation Tips:

- Set clear expectations and guidelines for peer teaching roles.
- Provide sentence stems or structured prompts to support learners in their explanations.
- Rotate roles to ensure equitable participation and varied learning experiences.
- Debrief after activities to reflect on both content and collaborative skills.

a) Think-Pair-Share

Subject: Any

Grade Level: All

How it works:

After posing a question, learners first think independently, then pair up to discuss their thoughts. Finally, pairs share their ideas with the class. This gives learners the opportunity to clarify their understanding by explaining it to a peer.

b) Peer Tutoring

Subject: Math, Reading, Writing

Grade Level: Upper elementary and up

How it works:

Pair learners based on ability—either matching a higher-performing learner with one who needs support or using reciprocal teaching where both learners alternate teaching. The tutor explains concepts or guides their peer through problems, with the teacher facilitating.

c) Jigsaw Activity

Subject: Social Studies, Science, Literature

Grade Level: Grades 4 and up

How it works:

Divide a topic into sections. Each learner (or small group) becomes an "expert" on one part. They then teach their section to others in their group. This promotes accountability and teamwork.

Example: In a science unit on ecosystems, one learner researches producers, another consumers, another decomposers, and then they teach each other.

d) Learner-Generated Review

Subject: Any

Grade Level: Middle and high school

How it works:

Before a quiz or test, learners work in groups to create review questions or games (e.g., Kahoot, Jeopardy, flashcards). They then present their review materials and lead classmates in playing the game or reviewing the content.

e) Reading Buddies

Subject: Reading/Language Arts

Grade Level: K–2 with older buddies (Grade 4–5 or even middle school)

How it works:

Older learners are paired with younger learners to read aloud together. The older learner models fluency and helps with difficult words, while both discuss the content. It benefits both age groups—young learners improve literacy skills and older learners reinforce theirs by teaching.

f) Peer Editing and Feedback

Subject: Writing

Grade Level: Upper elementary through high school

How it works:

Learners exchange drafts of their writing and provide structured feedback using checklists or rubrics. This helps them critically assess writing and improve their own.

g) "Teach the Class" Presentations

Subject: Any

Grade Level: Grades 3 and up

How it works:

Assign learners a concept to research and prepare a short mini-lesson for the class. They might create visual aids, slides, or activities to engage their peers. The teacher provides scaffolding and guidance on content accuracy and presentation.

h) Math Explainers

Subject: Math

Grade Level: Any

How it works:

After solving a problem, ask learners to explain *how* and *why* they solved it that way to a partner or small group. You can also have them write or record their explanations and create a "learner solution board" or video gallery.

By incorporating peer teaching into your instructional toolkit, you can cultivate a classroom culture rooted in collaboration, critical thinking, and mutual respect. It transforms learners from passive recipients of information into active participants and co-creators of knowledge.

19. Effective Transitions in the Classroom

As teachers, one of the key aspects of maintaining a productive classroom environment is managing transitions effectively. Smooth transitions between activities are essential for keeping learners engaged, minimizing disruptions, and ensuring the overall flow of the lesson remains uninterrupted. Poor transitions can lead to wasted time, increased behaviour issues, and a loss of focus, which ultimately detracts from the learning experience.

Effective transitions begin with careful planning. As a teacher, it's important to have a clear system in place for how learners will switch between activities. This includes providing clear expectations and specific instructions for each change in task. For example, rather than simply saying, "Let's move on," it's helpful to explain what steps learners should take, such as "Please close your notebooks and put them in the

designated space. Then, quietly walk to your next station.” By giving learners detailed instructions, you create a predictable routine that they can follow with minimal guidance.

Additionally, giving learners a “heads-up” before transitions can make a significant difference in how smoothly they go. When learners know in advance that an activity is coming to an end, they can mentally prepare themselves for the shift. For example, a 2-minute warning or a countdown on the board can signal that it's time to wrap up, reducing the likelihood of last-minute scrambling or disruptions. This also allows learners to transition with greater efficiency, as they are already anticipating the change.

Visual or auditory cues are powerful tools for guiding transitions. These cues can be as simple as a bell, a chime, or a visual signal on the board that indicates a shift is happening. For younger learners or those who may struggle with auditory cues, visual reminders (such as a color-coded schedule or icons representing different activities) can be extremely helpful. These cues not only provide structure but also create a sense of routine that learners can rely on, making transitions more predictable and less stressful for everyone.

Another key aspect to consider is the pacing of transitions. While transitions are essential for maintaining momentum, they should also be quick and efficient. Learners should know exactly where to go, what to do, and how to do it without lingering or becoming distracted. A well-timed transition allows learners to remain focused on the task at hand and reduces downtime, which can otherwise lead to off-task behaviour.

Here are several examples of effective transitions that teachers can use to smoothly move from one activity to another in the classroom:

a) Visual Countdown or Timer

Example:

- A teacher uses a countdown timer on the board to signal the end of one activity and the start of another. For example, the teacher might say, “You have 2 minutes left to finish your work. When the timer hits zero, we will transition to group discussion.”
- Why It Works: Learners are visually cued to prepare for the shift, and the timer gives them a concrete sense of time remaining, making the transition more predictable and helping them manage their time.

b) "Give Me Five" Signal

Example:

- When it's time to move to the next activity, the teacher uses the "Give Me Five" hand signal (raising their hand and showing five fingers). This signals to learners that they need to stop what they're doing, give their attention to the teacher, and be ready for the next step.
- Why It Works: This quick, consistent gesture grabs learners' attention and helps them know it's time to shift focus without needing to raise their voice or provide long instructions.

c) Rhythmic Clapping or Chanting

Example:

- The teacher claps a certain pattern or rhythm, and the learners are trained to clap back in the same rhythm. This can be used when transitioning from one activity to another (e.g., transitioning from independent work to group work).
- Why It Works: It grabs the learners' attention and creates a clear, engaging cue for when it's time to stop and transition. The rhythmic pattern can help learners respond quickly, especially if they are still finishing their task.

d) Transition Songs or Chimes

Example:

- The teacher plays a short song or chime (e.g., a bell or sound on a timer) to signal when it's time to wrap up one activity and begin another. This could be a 30-second song played at the end of a reading session to let learners know it's time to start a math lesson.
- Why It Works: Music and sounds are universal cues that can gently guide learners to transition. They also offer a pleasant auditory signal that can calm any potential restlessness before the shift.

e) Visual Schedules and Charts

Example:

- A teacher uses a visual schedule posted on the wall where each activity is shown with an icon or image. As learners move from one activity to another, the teacher can point to the next scheduled activity, or learners can mark it themselves.

- Why It Works: This gives learners a visual reference of the day's agenda, providing them with a sense of predictability. It helps learners, especially younger ones, know exactly what's next and get ready for the next task.

f) Verbal Cues or Warnings

Example:

- About 5 minutes before the transition, the teacher gives a verbal reminder: "In 5 minutes, we're going to clean up and start our next activity, so make sure you finish your task." Then, as the end of the activity approaches, the teacher gives a 1-minute warning to help learners wrap up.
- Why It Works: Giving learners a heads-up before transitions helps them mentally prepare for the change. They can finish what they're doing and get ready for the next part of the lesson, minimizing rushed feelings.

g) Partner or Group Transitions

Example:

- Learners are paired or grouped at the start of the lesson. When it's time to transition, the teacher might say, "Partners A and B, please move to the next station," or "Groups 1 and 2, gather your materials and begin the next activity."
- Why It Works: Using learners' established partners or groups creates a sense of accountability. They know exactly who they're moving with, which streamlines the process.

h) Movement Breaks or Physical Activities

Example:

- After a focused task like reading or writing, the teacher can incorporate a brief movement break, such as stretching, a quick walk around the classroom, or a "Simon Says" game. This energizes learners and signals a shift in focus before transitioning to the next activity.
- Why It Works: Physical activity helps release pent-up energy and prepares learners to refocus on the next task. It's especially effective in younger grades or for learners who may struggle with maintaining attention for long periods.

i) Transition with Purposeful Questioning

Example:

- The teacher asks a thought-provoking question or prompt related to the upcoming activity as a way to transition from one topic to the next. For example, "Now that we've finished reading the chapter, let's think about how the main character's actions connect to our lesson on kindness. Turn to your partner and share your thoughts."
- Why It Works: This encourages learners to engage mentally with the next task before they even begin, creating a natural flow from one activity to the next. It also helps learners see the connection between lessons.

j) "I Spy" Transition Game

Example:

- The teacher can use a simple game like "I Spy" to guide learners into the next activity. For example, the teacher might say, "I spy with my little eye, something green," and learners have to look around the classroom and guess the object. Once it's found, the activity begins.
- Why It Works: This fun, engaging game helps refocus learners' attention while also giving them a mental break. It's especially useful for younger learners to make transitions more playful and enjoyable.

By integrating these transitions into your routine, you can minimize wasted time and keep learners engaged and focused throughout the day. The key is consistency and making sure that learners understand the signals and expectations for transitioning.

In summary, effective transitions are a critical component of classroom management. By planning ahead, providing clear instructions, giving advance warnings, and using cues to signal transitions, teachers can reduce interruptions and create a more efficient and engaging learning environment. A classroom with smooth transitions is one where learners are better able to stay on task, follow routines, and remain engaged in their learning throughout the day.

20. The Power of Self-Reflection in Teaching

As teachers, we strive to create a positive and productive learning environment for our learners. However, achieving this requires continuous growth and refinement of our teaching practices. One of the most valuable tools for personal and professional development is self-reflection. Taking time to reflect on our actions and decisions in the classroom allows us to critically evaluate what is working well and what needs adjustment, ultimately improving our teaching and classroom management strategies.

1. Recognizing Strengths and Areas for Growth

Self-reflection provides an opportunity to recognize and celebrate what's going well in your classroom. Whether it's a particular teaching method, your classroom setup, or your ability to engage learners, acknowledging your strengths gives you a sense of accomplishment and confidence. However, reflection also helps to identify areas where you may be struggling. Are certain learners not responding to your management strategies? Are some lessons not as engaging as others? Identifying these challenges through self-reflection allows you to take targeted action to improve.

2. Building on What Works

When you reflect on your practice, it becomes easier to identify successful strategies and practices. Maybe you've noticed that incorporating movement or small-group discussions helps learners stay focused. Perhaps a specific routine for transitions is keeping your classroom organized. By understanding why these strategies work, you can repeat and refine them. This consistency will lead to better classroom management and a more positive learning environment for your learners.

3. Adapting to Learner Needs

Every classroom is unique, and learner dynamics are constantly changing. What works one year or with one group of learners might not work as effectively with another. Regular self-reflection allows you to stay flexible and adapt your approaches based on your learners' needs. Reflecting on how certain teaching methods or behaviour management techniques are working (or not working) for individual learners helps you make adjustments that are more personalized and effective. You can modify your strategies as needed, ensuring that you are always responding to your learners' evolving needs.

4. Promoting Critical Thinking and Informed Decision-Making

Effective teaching doesn't happen in isolation. It's a process of ongoing decision-making, and self-reflection is at the heart of making more thoughtful, informed choices. After each lesson, ask yourself: *What went well? What could I have done differently?* By analysing these questions, you develop the habit of critical thinking. You become more intentional about your teaching decisions, which allows you to improve over time. This reflective practice helps you make better, more mindful decisions that will ultimately benefit both you and your learners.

5. Strengthening Relationships and Classroom Climate

Your classroom management approach doesn't just affect how learners behave—it impacts how they feel about you and their learning environment. Through self-

reflection, you can assess how your actions and words affect learner-teacher relationships. Reflecting on your communication style, responsiveness to learner needs, and classroom tone helps you understand how you can create a more supportive and positive classroom climate. When learners feel heard and understood, they're more likely to be engaged and motivated to learn. Reflection enables you to build stronger relationships with your learners, fostering trust and respect in the classroom.

6. The Continuous Cycle of Growth

Teaching is a lifelong learning journey. Self-reflection doesn't have to be a one-time or end-of-year process—it should be ongoing. By regularly setting aside time to reflect on your teaching, whether through journaling, discussing your practice with colleagues, or recording and reviewing lessons, you can ensure that you're always evolving and improving. The more you reflect, the more you'll discover about your teaching style, and the more effective you'll become as an teacher.

How to Make Self-Reflection Part of Your Routine

To make self-reflection an integral part of your teaching practice, here are a few practical strategies you can implement:

- **End-of-Day Reflection:** Take a few minutes at the end of each day to jot down your thoughts. What went well? What challenges did you face? How did you address them? This can help you stay on top of your growth and make adjustments quickly.
- **Video Recording:** Record your lessons occasionally and watch them back. This allows you to see yourself in action and notice things you might miss during the lesson. You can analyse your body language, pacing, and classroom management techniques.
- **Peer Feedback:** Discussing your teaching with a colleague can offer fresh perspectives. They may point out things you hadn't noticed, and sharing your experiences can help you refine your practices.
- **Reflective Journals:** Keep a dedicated journal where you write down your reflections after each class. This can be a great way to track your growth over time and spot patterns in your teaching practices.
- **Learner Feedback:** Ask for feedback from your learners periodically. Their insights into what helps them learn or what challenges they face can provide valuable information for improving your teaching methods.

Here are some examples of how self-reflection might look in a modern classroom setting:

a) Reflecting on Technology Integration

- Example: After a lesson where you incorporated a new digital tool or app (like Google Classroom, Kahoot, or an interactive whiteboard), take a moment to reflect on how well the technology supported learner engagement and learning.
 - *Reflection Question:* "Did the technology help learners better understand the content, or did it distract them? How can I make better use of tech in future lessons to enhance learning?"

b) Assessing Learner Participation

- Example: After a class discussion or group activity, reflect on how all learners participated. Did you notice certain learners dominating the conversation, while others were silent?
 - *Reflection Question:* "How did I ensure all learners had a chance to contribute? What strategies could I implement next time to encourage quieter learners to share their ideas?"

c) Evaluating Classroom Behaviour

- Example: At the end of a lesson, assess how well your classroom management strategies worked. Were there moments when learners were off-task, or did the class stay engaged and focused?
 - *Reflection Question:* "What strategies helped keep learners engaged? Were there specific times when behaviour issues arose, and how did I handle them? Could I have responded differently to prevent disruptions?"

d) Reflecting on Differentiation

- Example: Reflect on how well you differentiated your instruction to meet the varying needs of your learners, especially in a diverse classroom with different learning levels.
 - *Reflection Question:* "Did all learners feel challenged at an appropriate level? How did I adjust the lesson for learners who needed more support or extension activities? Could I have provided more scaffolding for learners who struggled?"

e) Learner Engagement with Assignments

- Example: After assigning a project or homework, reflect on how learners engaged with the material. Did they seem motivated and eager to complete the work, or did many of them struggle to stay on task?
 - *Reflection Question:* "How did the assignment align with learners' interests and skill levels? Were there any barriers to engagement, like the assignment's complexity or format? How can I design future assignments to be more engaging?"

f) Evaluating Lesson Pacing

- Example: Reflect on the pacing of your lesson. Did you spend too much time on one topic, leaving little time for others? Or did you rush through key concepts without giving learners enough time to absorb the material?
 - *Reflection Question:* "Did learners seem to understand the material before I moved on to the next topic? Was there enough time for learner questions and discussion? How can I better manage the pacing in future lessons?"

g) Using Formative Assessments

- Example: After using a formative assessment, such as an exit ticket, quick quiz, or small-group feedback, think about how well it revealed learners' understanding of the lesson.
 - *Reflection Question:* "What did the exit ticket or quiz reveal about learners' understanding? Were there specific concepts that learners struggled with? How can I adjust my teaching or provide additional support based on this feedback?"

h) Reflecting on Your Communication with Learners

- Example: Reflect on how effectively you communicated instructions and expectations to learners during the lesson. Did all learners seem to understand what was expected of them?
 - *Reflection Question:* "Were my instructions clear and concise? Did I check for understanding, especially with complex tasks or activities? How can I improve my communication to ensure learners are always clear on expectations?"

i) Encouraging Critical Thinking

- Example: Reflect on how well you encouraged critical thinking during the lesson. Did you ask open-ended questions that prompted deep thinking, or did the lesson mostly involve recalling information?

- *Reflection Question:* "Did I provide opportunities for learners to explore ideas and problem-solve? How can I ask questions or design activities that encourage learners to think critically and creatively?"

j) Self-Reflection on Teacher-Learner Relationships

- Example: After a challenging interaction with a learner, reflect on how you handled the situation. Did you remain calm and supportive, or did the situation escalate?
 - *Reflection Question:* "How did I handle the situation with this learner? Was I empathetic and understanding? How can I build stronger relationships with learners to prevent similar issues in the future?"

k) Reflecting on Learner Feedback

- Example: After collecting anonymous feedback from learners (through surveys, reflection journals, or a simple question like "What did you enjoy about this lesson?"), reflect on their responses.
 - *Reflection Question:* "What feedback did learners give about the lesson? What did they enjoy, and what didn't work for them? How can I adjust future lessons based on their feedback to better meet their needs?"

l) Self-Reflection on Your Emotional Response

- Example: At the end of a particularly challenging day, reflect on your emotional response to classroom dynamics. Did you stay calm, or were you frustrated?
 - *Reflection Question:* "How did I manage my emotions during the lesson? Was I able to stay calm and supportive, or did I let frustration take over? How can I better regulate my emotions to remain effective in stressful situations?"

These examples of self-reflection encourage teachers to examine not only the effectiveness of their teaching strategies but also their relationship with learners, emotional responses, and classroom environment. Regular reflection on these aspects helps teachers refine their practice, leading to a more responsive and effective classroom.

Conclusion: Embrace Reflection for Growth

Incorporating self-reflection into your teaching practice is not only about recognizing successes and failures—it's about creating a continuous cycle of improvement. By making self-reflection a regular part of your routine, you'll enhance your classroom management, strengthen learner relationships, and become a more thoughtful and

effective teacher. Over time, this will lead to a classroom environment where both you and your learners thrive.

Final Thoughts for Teachers

Classroom management is an ongoing, dynamic process that requires reflection, flexibility, and a deep understanding of your learners. No two classrooms are alike, and there is no one-size-fits-all approach. What matters most is that learners feel safe, respected, and motivated to engage—and that you, as the teacher, feel confident and equipped to lead.

Investing time and energy into classroom management not only improves behaviour, but also strengthens your relationships with learners and maximizes instructional time. A well-managed classroom is not just a quiet one—it's a vibrant space where learners are actively participating, collaborating, and growing.

Section 7:

Assessments



Understanding Assessment and Evaluation in Teaching

Assessment is the process of gathering data. More specifically, assessment is the ways instructors gather data about their teaching and their learners' learning (Hanna & Dettmer, 2004).

As teachers, it's essential to distinguish between *assessment* and *evaluation*, as both play pivotal roles in the teaching and learning process.

Assessment refers to the systematic process of collecting data to gain insight into both learner learning and instructional effectiveness. It's not merely about tests and grades—it's about gathering meaningful information to inform teaching. Assessment can take many forms, including:

- **Pre-assessments** (or diagnostic tests) to understand learners' prior knowledge,
- **Observations** during class activities to gauge engagement and comprehension,
- **Formative assessments** such as quizzes, journals, or peer reviews,
- **Summative assessments** like final exams, presentations, or projects.

The primary goal of assessment is to provide ongoing feedback. This feedback supports learners in their learning journey and helps teachers adjust their instructional strategies to meet the needs of all learners.

On the other hand, **evaluation** is the process of interpreting assessment data to make informed judgments. Evaluation involves analysing the evidence collected through assessments and using professional judgment to determine the quality and effectiveness of a learner's performance, a lesson, or even an entire instructional unit.

Through evaluation, we answer important questions such as:

- How well did learners meet the learning objectives?
- Were the instructional strategies effective?
- What areas require improvement—for the learners and for our teaching methods?

Evaluation is where decision-making happens. Based on the results, we refine our approaches, develop interventions, and design learning experiences that address identified gaps or challenges.

1. Pre-Assessment (Diagnostic Assessment) in the Classroom

Purpose: Diagnostic assessments are crucial for identifying your learners' existing knowledge, skills, and potential misconceptions before starting new instruction. By understanding what learners already know and where they might struggle, you can better plan your lessons and differentiate instruction.

Types of Diagnostic Assessments You Can Use

- **Pre-tests:** These help you assess learners' prior knowledge and abilities related to the content you're about to teach.
- **Self-assessments:** Encourage learners to reflect on their own skills and competencies, giving you insight into how they view their learning.
- **Discussion board responses:** Ask learners to respond to content-specific prompts. This allows you to gauge their understanding and misconceptions in a more informal setting.
- **Interviews:** Conduct brief one-on-one interviews (about 10 minutes each) with learners to gather more personalized insights into their knowledge and thought processes.

Here are some practical **examples of diagnostic assessments** that teachers can use across subjects and grade levels:

a) Pre-Test

Example: Before a unit on fractions in math, give a short quiz covering basic fraction concepts (e.g., identifying fractions, comparing sizes, simple addition/subtraction of fractions).

b) KWL Chart (Know – Want to Know – Learned)

Example: Before starting a science unit on ecosystems, ask learners to fill out:

- What they already **Know**
- What they **Want to Know**

You'll revisit the **Learned** column at the end of the unit, but the first two sections help gauge prior knowledge and interests.

c) Entrance or Exit Tickets

Example: On day one of a new topic, ask learners to write 1–2 sentences about what they already know or believe about that topic before you begin teaching. This can be written on sticky notes or submitted digitally.

d) Concept Maps

Example: In a history class, ask learners to create a quick concept map showing what they know about the causes of the American Revolution. This visually shows both understanding and misconceptions.

e) Writing Prompts

Example: In English/Language Arts, ask learners to write a paragraph explaining their opinion on a topic (e.g., "What makes a character heroic?"). This reveals writing skills and critical thinking ability.

f) Reading Inventories

Example: At the start of the year, ask learners to complete a reading interest and habits survey to help you match them with appropriate reading material and understand their literacy background.

g) One-on-One Interviews

Example: Sit down with each learner for a 10-minute conversation about what they remember from last year's math topics, or how they feel about reading aloud in class. This can be especially effective for building rapport, too.

h) Skills Checklists

Example: Give learners a checklist of skills they'll need for a project (e.g., research, citing sources, organizing ideas) and ask them to self-rate or highlight what they feel confident or unsure about.

By using these assessments, you'll be able to create a more informed and effective teaching plan, addressing individual needs and promoting better learning outcomes.

2. Observations During Class Activities

Informal observation is a powerful, real-time assessment tool that provides immediate insights into learner understanding and engagement. By attentively monitoring learners during class activities—whether through group discussions, independent work, or hands-on tasks—teachers can gather valuable data that informs instruction.

This process involves watching for verbal and non-verbal cues such as participation levels, facial expressions, body language, peer interactions, and the quality of questions asked or responses given. These indicators help identify which learners are actively engaged and comprehending the material, and which may be struggling silently.

Teachers can enhance the effectiveness of their observations by:

- Circulating around the room during activities and noting who is on-task and who appears disengaged.
- Asking open-ended questions to check for understanding and prompting deeper thinking.
- Using a simple checklist or notes system to record observations that can later guide differentiated instruction.
- Engaging in brief one-on-one check-ins during independent work time to clarify misunderstandings on the spot.

Examples of Observation in a Classroom Environment

a) During Group Work:

- A teacher notices that one learner is dominating the conversation while others remain silent. The teacher makes a note to follow up with strategies for balanced participation.
- While listening in, the teacher hears learners correctly using academic vocabulary and referencing a previously learned concept—an indicator of comprehension and retention.

b) While Learners Are Working Independently:

- A learner repeatedly looks around the room or fidgets instead of writing. The teacher approaches quietly to check if they understand the task, offering clarification if needed.
- Another learner quickly completes the work and begins drawing. The teacher notes this learner may need enrichment opportunities or more challenging material.

c) During a Whole-Class Discussion:

- A learner consistently raises their hand and offers thoughtful answers, while another avoids eye contact and appears disengaged. The teacher notes to pair the disengaged learner with a supportive peer in future discussions.
- When asked a probing question, several learners nod or respond with “I’m not sure.” This signals to the teacher that a concept needs to be revisited or explained differently.

d) When Introducing New Content:

- The teacher watches for facial expressions—furrowed brows, head tilts, or blank stares might indicate confusion.
- A learner enthusiastically connects the new topic to something they learned last week. The teacher sees this as a sign of concept integration and understanding.

e) Nonverbal Communication Clues:

- A learner consistently slouches, sighs, or avoids materials during math lessons. The teacher notes potential math anxiety or disengagement and plans to explore it in a one-on-one conversation.
- Another learner leans in, makes eye contact, and takes notes actively during science experiments, signaling interest and engagement.

Incorporating these observational practices consistently supports a responsive classroom environment, where instruction can be adapted quickly to meet learners' needs and promote greater academic success.

3. Formative Assessment

Formative assessment is an essential tool for guiding instruction in real time. It provides valuable feedback during the learning process—not just about learner understanding, but also about the effectiveness of your teaching strategies. Whether through observation, questioning, exit tickets, or informal surveys, formative assessment allows you to make adjustments on the fly to better meet your learners' needs.

For example, when you introduce a new classroom activity, formative feedback can help you determine whether the activity is engaging learners and supporting learning goals, or if it needs to be modified. These assessments are typically low-stakes or ungraded, and their primary purpose is to highlight areas for improvement—for both learners and teachers. By using formative assessment regularly, you can create a more responsive and supportive learning environment.

Understanding Formative Assessment: Key Types and Their Impact on Learner Learning

Here's a deeper dive into some of the most effective types of formative assessments, their purpose, and how they can be used in your classroom:

i) Observations During In-Class Activities

Observing learners during in-class activities provides insight into their engagement, comprehension, and overall participation. Teachers can use this method to assess both verbal and non-verbal cues from learners. For example, noticing when learners appear confused, disengaged, or frustrated during a lecture allows the teacher to make real-time adjustments to their instruction. This could mean slowing down, offering clarification, or switching to a more interactive method of delivery. Non-verbal feedback, such as body language or facial expressions, can often reveal what learners may not express verbally.

Tip for teachers: Pay attention to patterns over time. If you notice certain learners are repeatedly disengaged or puzzled, this may point to a need for intervention or alternative teaching strategies.

ii) Homework Exercises

Homework assignments are a classic tool for reinforcing and reviewing material taught in class. Beyond serving as practice for exams, they can act as a diagnostic tool for teachers. Reviewing homework gives instructors valuable insights into where learners may be struggling, what concepts need more attention, and how well learners are retaining the material.

Tip for teachers: Homework should not be viewed solely as a final check of understanding but as a tool for feedback. Provide comments that are specific to individual or class-wide misunderstandings, and consider adjusting future lessons based on common errors observed in these assignments.

iii) Reflection Journals

Reflection journals encourage learners to think critically about their learning process. By regularly reflecting on their experiences, challenges, and progress, learners can better internalize what they've learned. These journals also provide teachers with a window into individual learners' thought processes and growth over time.

Tip for teachers: Schedule regular intervals for learners to submit their reflection journals (e.g., bi-weekly) and provide targeted feedback on their insights and struggles. This helps learners understand not only the content but also the process of learning itself.

iv) Question and Answer Sessions (Formal and Informal)

Both planned (formal) and spontaneous (informal) question-and-answer sessions are excellent ways to assess learner understanding in real-time. Formal Q&A sessions may occur after a lecture or activity, while informal ones can emerge organically during discussions. These exchanges allow teachers to gauge the depth of learner comprehension, identify misconceptions, and provide immediate clarification.

Tip for teachers: Mix up formal and informal questioning techniques. For example, you could use quick, impromptu questions throughout a lecture to keep learners engaged, followed by more structured Q&A sessions where learners can ask questions about complex concepts.

v) Conferences Between Instructor and Learner

One-on-one or small group conferences are powerful opportunities to provide personalized feedback and engage in meaningful dialogue about a learner's progress. These meetings can take place at various points in the semester and allow for targeted discussions about individual challenges or areas for growth. They also offer learners a chance to voice concerns or ask for help in a less formal setting.

Tip for teachers: Use conferences to set personal goals with learners and track their progress over time. This individualized approach can help learners feel more supported and motivated, particularly if they are struggling in specific areas.

vi) In-Class Activities with Learner Presentations

In-class activities that require learners to informally present their work or findings can offer valuable insights into their understanding of the material. Presentations encourage learners to articulate their thinking and reasoning processes, and allow teachers and peers to provide immediate feedback. These activities also promote active learning, critical thinking, and communication skills.

Tip for teachers: Keep presentations low-stakes and emphasize the process of learning over perfection. Create a supportive classroom environment where learners feel comfortable sharing ideas and receiving constructive feedback.

vii) Learner Feedback and Self-Evaluations

Gathering regular feedback from learners through surveys or self-evaluations can help instructors gauge their effectiveness and identify areas for improvement. By asking learners to reflect on their own learning, teachers can gain insights into how well their teaching methods are working and which areas may need more attention. Self-evaluations also empower learners to take ownership of their learning and development.

Tip for teachers: Incorporate specific, targeted questions in your learner surveys to gather meaningful feedback. For example, ask learners how certain teaching strategies have helped them understand the material, or what aspects of the course they find most challenging. Use this feedback to refine your teaching approaches moving forward.

Here are some practical examples of **formative assessment** strategies that teachers can use to monitor and support learner learning:

a) Think-Pair-Share

Example: During a lesson on ecosystems, the teacher poses a question such as, "What factors affect the balance of an ecosystem?" Learners first think about the question individually, then discuss their thoughts with a partner, and finally share their ideas with the class.

Purpose: This strategy encourages all learners to engage with the question, promotes peer learning, and provides the teacher with insights into learners' understanding in real-time.

b) Exit Tickets

Example: At the end of a lesson on fractions, learners are asked to write down one thing they learned and one question they still have on a small piece of paper (an "exit ticket") as they leave the classroom.

Purpose: This quick check allows the teacher to assess how well learners grasped the lesson's key concepts and identify areas that may need further clarification in future lessons.

c) Peer Reviews

Example: Learners submit draft versions of an essay or project. In pairs or small groups, they exchange work and provide constructive feedback on the content, structure, and clarity of their peer's work.

Purpose: Peer reviews encourage learners to critically engage with the material, learn from each other, and apply the same evaluation skills to their own work. Teachers can also use peer feedback to identify common areas where learners are struggling.

d) Polls or Quizzes (Low-Stakes)

Example: After a lesson on the Civil War, a teacher administers a quick, low-stakes multiple-choice quiz or poll using an online tool (like Kahoot or Google Forms) to check for understanding.

Purpose: This allows the teacher to quickly gauge the class's comprehension and adjust the lesson in real-time based on learners' responses.

e) Interactive Whiteboard Responses

Example: During a math lesson on solving equations, the teacher asks learners to solve a problem and write their solution on the interactive whiteboard. Each learner then presents their solution to the class.

Purpose: This provides an immediate visual check on learner understanding. It also allows the teacher to address any mistakes or misconceptions on the spot.

f) Self-Assessments

Example: At the end of a unit on persuasive writing, learners fill out a self-assessment rubric where they rate their ability to use specific writing techniques (e.g., clear argument, strong evidence, and logical structure).

Purpose: Self-assessment promotes learner reflection and ownership of their learning. It also provides teachers with insights into how learners view their own progress and areas they believe they need to improve.

g) **Group Work with Guided Questions**

Example: Learners work in small groups to analyse a historical document or scientific data. Each group is given a set of guided questions to help them focus their analysis.

Purpose: This allows learners to collaborate and apply their knowledge in a practical context. Teachers can walk around and observe group discussions to assess how well learners are interpreting and applying what they've learned.

h) **Journals or Learning Logs**

Example: Learners maintain a journal throughout a unit in which they reflect on key concepts, personal insights, and questions that arise. For instance, after reading a chapter of a novel, learners might write about their thoughts on a main character's development.

Purpose: Journals provide ongoing insight into learner thought processes and allow teachers to track how their understanding evolves over time. Teachers can provide targeted feedback based on what learners have written.

i) **Concept Mapping**

Example: After a lesson on the water cycle, learners create a concept map that visually represents the relationship between different processes, such as evaporation, condensation, and precipitation.

Purpose: Concept maps help both learners and teachers visualize how well learners understand the connections between different pieces of knowledge. This can reveal any gaps or misconceptions in their understanding.

j) **Classroom Discussion with Formative Feedback**

Example: During a science discussion about renewable energy, the teacher encourages learners to share their opinions and provide reasons for their beliefs. The teacher then asks follow-up questions to help learners develop their ideas further and challenges them to consider alternative viewpoints.

Purpose: This informal assessment allows learners to actively engage in higher-order thinking. The teacher can assess their reasoning skills and understanding of the topic and provide instant feedback to guide their learning.

k) **One-Minute Paper**

Example: At the end of a lesson on chemical reactions, the teacher asks learners to spend one minute writing down the most important concept they learned and one question they still have.

Purpose: This quick assessment helps the teacher identify which concepts were clear and which may need more explanation. It also gives learners an opportunity to reflect on their own learning.

l) **Warm-up Activities**

Example: At the beginning of a lesson, learners complete a short, relevant activity or question that is designed to activate prior knowledge. For example, before starting a unit on photosynthesis, learners might list what they already know about plants and sunlight.

Purpose: Warm-up activities serve as an informal way for teachers to gauge learners' prior knowledge and adjust the focus of the lesson accordingly.

m) **Performance Tasks**

Example: In a music class, learners perform a piece they've been practicing, and the teacher provides feedback on their technique, rhythm, and expression.

Purpose: Performance tasks assess not only knowledge but also practical application and skill. Teachers can give immediate, actionable feedback and offer targeted support to individual learners.

n) **Mind Mapping**

Example: After a lesson on the causes of World War I, learners create a mind map to visually organize the various factors (e.g., nationalism, militarism, alliances) that contributed to the war.

Purpose: Mind maps help learners organize their thoughts and visualize complex relationships between concepts. Teachers can review the maps to identify where learners may be oversimplifying or misinterpreting information.

o) **Flipped Classroom Assessments**

Example: In a flipped classroom model, learners are assigned a video or reading to complete before class. During class, learners engage in discussions or problem-solving tasks related to the content, and the teacher provides feedback in real-time as they observe the learners' ability to apply the concepts.

Purpose: This allows the teacher to assess both learners' preparation and their ability to apply the knowledge they gained from the pre-class material. It also provides immediate feedback during the learning process.

These examples highlight the range of strategies teachers can use to assess learner learning in real-time, offering continuous feedback and enabling timely interventions to support learner success.

Incorporating a variety of formative assessment methods into your teaching practice allows you to build a deeper, more nuanced understanding of your learners' learning needs. These assessments provide an opportunity to adjust instruction in real time, identify areas for improvement, and foster a more interactive and supportive classroom environment. By actively engaging with formative assessments, both you and your learners can experience greater success and growth throughout the course.

4. Summative Assessment

Summative assessment occurs at the end of a learning period and serves to evaluate the overall effectiveness of the teaching and learning process. This type of assessment typically happens once formal instruction is complete, though incidental learning may still occur as learners work through final projects or assignments.

To ensure clarity and consistency, rubrics are often used for summative assessments. These rubrics, which outline a set of standards or expectations, can be shared with learners before they begin a project. This transparency allows learners to understand exactly what is expected of them, helping them focus on key criteria. Rubrics also assist teachers in grading objectively, as they provide a clear framework to evaluate learner work based on the same criteria learners used to complete their projects.

High-stakes summative assessments are usually administered at the end of a unit, semester, or course to measure what learners have learned and how effectively they have absorbed the material. The grades resulting from summative assessments indicate whether learners have reached an acceptable level of understanding to move on to the next stage in their academic journey—whether that's progressing to the next unit, course, or level of study.

Unlike formative assessments, which focus on the learning process and allow for revisions, summative assessments are product-oriented. They assess the final outcome of the learning process, meaning once a project is completed, no further changes or revisions are allowed. If learners are permitted to make revisions, the assessment becomes formative in nature, offering them a chance to improve their work and understanding before the final evaluation.

Here are several examples of summative assessments that teachers can use to evaluate learner learning at the end of a unit, semester, or course:

a) Final Exams

- A comprehensive exam covering all the material learned throughout the course, typically given at the end of a semester. This could include multiple-choice questions, short answer, essay questions, or problem-solving tasks.

b) End-of-Unit Tests

- These are assessments given at the conclusion of a specific unit or topic. They can be multiple-choice, true/false, matching, or short-answer questions, designed to measure the learners' understanding of that unit's key concepts.

c) Research Papers

- A final written assignment where learners must conduct research, analyse data, and present their findings in a structured format. This assesses their ability to synthesize and communicate information.

d) Projects

- Long-term assignments that require learners to create a final product, such as a model, presentation, or multimedia project, demonstrating their understanding of a specific topic or concept.

e) Presentations

- Learners can be asked to create and deliver a presentation on a topic they've studied. This allows them to demonstrate their understanding and communication skills.

f) Portfolios

- A collection of learner work that demonstrates progress and achievement over time. Portfolios can include drafts, final projects, reflections, and other evidence of learning accumulated throughout a course.

g) Performance Tasks

- Practical tasks where learners are required to apply what they've learned to a real-world scenario. For example, a learner in a business class might create a business plan or a learner in a science class might design an experiment.

h) Final Projects or Capstone Projects

- These large-scale assignments require learners to demonstrate a deep understanding of course material. They often involve independent research and a creative presentation of findings.

i) Lab Reports (for Science Classes)

- After completing an experiment or series of experiments, learners submit detailed reports that analyse their results, showing their understanding of scientific concepts and processes.

j) Final Essays

- A lengthy essay or written report that requires learners to discuss, analyse, and argue a topic based on course materials and research.

k) Exhibitions (for Art or Design Classes)

- In creative subjects, learners might be asked to showcase a final exhibition of their artwork, design projects, or performances that demonstrate the skills and knowledge they've gained during the course.

These assessments are used to evaluate whether learners have mastered the content and skills taught throughout the course or unit and are ready to move on to more advanced topics.

In summary, summative assessment helps determine if learners have achieved the necessary learning outcomes and are ready to advance in their education.

Ultimately, effective use of both assessment and evaluation helps us not only measure learning but also *promote it*. They are tools for growth—both for our learners and for us as teachers.

Conclusion

As we bring this methodology handbook to a close, it's important to reflect on the dynamic and interconnected elements that shape effective teaching. At the heart of every successful classroom lies a thoughtful blend of teaching methods tailored to diverse learners. Whether you're using direct instruction, inquiry-based learning, cooperative strategies, or flipped classrooms, the choice of method must always serve the goal of deeper understanding and student engagement. Flexibility and responsiveness remain essential traits in any educator's toolkit, allowing you to shift approaches based on real-time classroom needs.

Equally central to impactful teaching is an appreciation for the range of learning styles that students bring to the classroom. Visual, auditory, kinesthetic, and reading/writing-preference learners all absorb information differently, and effective instruction acknowledges these differences. This handbook has emphasized strategies that promote differentiated instruction, creating inclusive environments where every learner has the opportunity to thrive. It is this responsiveness to individual learning preferences that transforms instruction into connection.

Our exploration of pedagogical principles reinforces the idea that teaching is both an art and a science. Grounded in research and informed by experience, sound pedagogy involves more than delivering content—it's about cultivating curiosity, fostering critical thinking, and encouraging self-directed learning. Principles such as scaffolding, zone of proximal development, formative feedback, and student autonomy are not just theoretical concepts—they are practical tools that empower learners and elevate instruction.

Assessment, both formative and summative, plays a critical role in guiding instruction and measuring student progress. Rather than being viewed as isolated checkpoints, assessments should be integrated seamlessly into the learning process. By using a variety of assessment tools—quizzes, projects, peer evaluations, reflections—educators can gather meaningful data that informs next steps and supports student growth. Transparent criteria and timely feedback ensure that assessment is constructive and aligned with instructional goals.

Lesson planning, the structural backbone of effective teaching, is where all these elements come together. A well-designed lesson is more than a sequence of activities; it's a carefully considered journey that includes clear objectives, engaging activities, opportunities for assessment, and accommodations for different learning needs. Thoughtful planning enables spontaneity within structure, giving teachers the confidence to adapt in the moment while staying anchored to purpose and outcomes.

Ultimately, teaching is an evolving practice. The strategies, tools, and frameworks explored in this handbook are not static—they are starting points for continual growth, reflection, and refinement. As educators, our responsibility is not only to deliver knowledge, but to inspire and empower. With a strong methodological foundation, we are better equipped to meet the diverse needs of our students, foster inclusive and effective learning environments, and remain lifelong learners ourselves.

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Annexure A

Sample Lesson Plans for Various Subjects

Mathematics

CLASS:	
DATE:	
Learning objectives	8Gg.03 Know that distances can be measured in miles or kilometres, and that a kilometre is approximately $\frac{5}{8}$ of a mile or a mile is 1.6 kilometres. TWM.07 Critiquing TWM.08 Improving
Lesson focus / success criteria	Learners will develop their measuring skills, with the use of a scale map, and consider metric to imperial conversions. • I can measure lengths accurately • I can use map scales • I can convert between metric and imperial units of measure
Prior knowledge / previous learning	Learners should know how to use scale maps to find actual distance. They should be able to draw a circle to a given radius and understand that a circle is a set of points that are the same distance from the centre.

Plan

Lesson	Planned activities	Notes
Introduction	Show learners the learning objectives and lesson focus and agree the success criteria: • I can use measure lengths accurately • I can use map scales • I can convert between metric and imperial units of measure Ask learners: <i>How far do you think it is to the local train station (or other significant location)?</i> <i>What methods could you use to estimate this distance?</i> <i>How accurate do you think your estimate is?</i> <i>What units would be appropriate to measure this distance in?</i> Use a map or online distance finder to establish the actual distance. Discuss the units that learners chose to use. Ensure learners are aware that in some countries distance is typically measured in kilometres, whereas other countries typically use miles. Learners will show they are critiquing (TWM.07) and improving (TWM.08) when they consider different methods of estimating distance, the accuracy of their estimates and how they could make a better estimate of distance in future.	
Main activities	Ask learners:	Resources:

Lesson	Planned activities	Notes
	<i>Which is farther: 1 mile or 1 kilometre?</i> <i>What is the relationship between miles and kilometres?</i> Establish the relationship between miles and kilometres from learners' suggestions, for example: • 5 kilometres is approximately 3 miles • 1 kilometre is approximately equal to $\frac{5}{8}$ of a mile • 1 mile is approximately equal to 1.6 kilometres. Demonstrate how to use this relationship to convert between miles and kilometres and then give learners some 'would you rather' questions for them to practice this method. For example: • <i>Would you rather run 17 miles or 20 kilometres?</i> • <i>Would you rather swim 0.3 miles or $\frac{2}{3}$ of a kilometre?</i> Encourage learners to give reasons for their answers, e.g. <i>I do not like swimming, so I would rather swim 0.3 miles, as $\frac{2}{3}$ of a km is farther than 0.3 miles.</i> Then give learners a scale map, preferably of the local area and ask them to identify two points on the map (e.g. the train station and the school) and connect these two points with a straight line. Ask learners to find the direct distance between the points, making use of the scale to write their answer in kilometres. Then ask learners to use an approximation of 1 km to $\frac{5}{8}$ of a mile to find the distance in miles. Learners should then choose more locations and find the distances between them in kilometres and miles. Tell learners a new shop is being built exactly 4.5 miles from the school. Ask learners to find a possible location for the new shop on the map. Learners should then discuss their methods and answers with a partner to check they agree with their conversion from miles to kilometres and that their reasoning for the location of the shop is correct. Ask learners to work in pairs. Learners should take it in turns to choose a secret location on their map and give clues to the other learner who should guess the location. For example: <i>My secret location is 4 miles from the town hall. It is also 3 km from the supermarket. It is less than 1 mile from our school.</i> This activity can be extended by asking learners to investigate and compare the direct distance between two points (measuring in a straight line on the map) with the travelling distance calculated between the two points by an online route calculator (using roads and paths). Ask learners: <i>How much further is the travelling distance than the direct distance?</i> <i>Can this be expressed as a percentage?</i> <i>How does this compare with other journeys?</i> <i>Why might some travelling distances be much further than the direct distances?</i> (e.g. restrictions to the route, like railway lines and rivers)	Physical copies of a local map, showing a scale Access to an online route calculator

Lesson	Planned activities	Notes
Summary	Give learners some quick questions about miles and kilometres for them to answer and display on mini whiteboards. For example: • Which is farther: 18 miles or 18 km? • 5 miles is approximately the same as 3 km. True or false? • 10 km is approximately the same as 6 miles. True or false? • How many km is equivalent to 33 miles? • How many miles is equivalent to 19 km? Revisit the learning objectives and success criteria. Ask learners to explain whether they have met the success criteria and if they have any questions or comments.	If mini whiteboards are not available then ask learners to calculate their answers mentally.
Reflection Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson. <i>Were the learning objectives and lesson focus realistic? What did the learners learn today?</i> <i>What was the learning atmosphere like?</i> <i>What changes did I make from my plan and why?</i> <i>If I taught this again, what would I change?</i> <i>What two things really went well (consider both teaching and learning)?</i> <i>What two things would have improved the lesson (consider both teaching and learning)?</i>		

Methodology Teaching Handbook

Lesson	Planned activities	Notes
	<i>What have I learned from this lesson about the class or individuals that will inform my next lesson?</i>	
	Next steps What will I teach next based on learners' understanding of this lesson?	

Sinf: 5-“Blue”

Sana: 07.10. 2024-yil

Fan: Ona tili

Mavzu: Nutq tovushlarining ma'no farqlash vazifasi. Matn va lug'at ustida ishlash

Dars rejasi:

1. Tashkiliy qism – *3 daqiqa*. O'quvchilar stikerlarni tanlab guruh bo'ladilar.
2. Uy vazifasini so'rash va o'tilganlarni takrorlash – *10 daqiqa*

3. Yangi mavzu:

A. Anvar Obidjonning “Avtobola” asariga ishlangan “Tilsimoy g'aroyib qizaloq” filmidan eng qiziq voqeani gapirish bilan boshlanadi va o'quvchilarda robotlar haqida tasavvur paydo bo'ladi. Matnni o'qish
5 daqiqa

B. Kichik guruhlarda ishlash. Yozma. 1. Nima deb o'ylaysiz, qishloq oqsoqoli muammoni hal qilish uchun qanday taklif berishi mumkin? Bu haqda o'ylagan 3 ta yechimingizni yozing. *5 daqiqa*

C. 2. Robotlarning hayotimizga kirib kelishi, sizningcha, yaxshimi yoki yomon? Fikringizni asoslovchi 5 ta og'zaki dalil keltiring. *5 daqiqa*

D. 70-mashq. “So'zlar bahsi” metodi. *5 daqiqa*.

E. 71-mashq. Rasmlar muhokama qilinadi. *5 daqiqa*

F. 72-mashq. Yozma. Tushirilgan tovushlarni qo'yib gaplar ko'chiriladi.
5 daqiqa

4. Mustahkamlash. O'quvchilarni rag'batlantirish. *1 daqiqa*

5. Uy vazifa berish. *1 daqiqa*

Zahira mashq: Muhokama uchun savol. Zamonaviy robotlarni yaratish uchun 5 ta tavsiya yozish.

O'qituvchi: Madina Masharipova

Sinf: 5-“Blue”

Sana: 07.10. 2025-yil

Fan: Adabiyot

Mavzu: “Sayohatnoma” asarini o’qish va tahlil qilish.

Dars rejasi:

1. Tashkiliy qism – *3 daqiqa*. O’quvchilar Muqimiy ijodi bilan bog’liq ma’lumotlarni birlashtirib guruh bo’ladilar.
2. Uy vazifasini so’rash va o’tilganlarni takrorlash – *5 daqiqa*
3. Yangi mavzu:

Muqimiyning “Sayohatnoma” asari haqida ma’lumot beriladi. Asarning o’ziga xos xususiyatlari aytiladi. *5 daqiqa*

- A. Kichik guruhlarda ishlash. Yozma. O’quvchilar “Sayohatnoma” asarini 3 qismini 3 ta guruhda o’qib tahlil qilishga kirishadilar. *15 daqiqa*
 - B. Tarsia. Asardagi lug’atlarning izohini topish. *5 daqiqa*
 - C. ”Men bilaman, sen-chi” metodi. *5 daqiqa*.
 - D. Xarita metodi. ”Sayohatnoma” asaridagi qishloqlarni ketma-ketlikda yozish. *5 daqiqa*
4. Mustahkamlash. O’quvchilarni rag’batlantirish. *1 daqiqa*
 5. Uy vazifa berish. *1 daqiqa*
- Zahira topshiriq: Mustaqil ravishda sayohatnoma yozish. (o’zlari sayohat qilgan joy haqida bo’lishi mumkin)

O’qituvchi: Madina Masharipova



Lesson plan PHYSICS

Lesson: Physics

School: Presidential School

Date: 07.10.2024

Teacher: Bunyod Khalikberdiev

Class: Grade 8

Class size: 12

Learning

- Objectives:**
- 1.1 use the following units: kilogram (kg), metre (m), metre/second (m/s), metre/second² (m/s²), newton (N) and second (s)
 - 1.17 know and use the relationship between unbalanced force, mass and acceleration: force = mass x acceleration; $F = m \times a$
 - 1.21 describe the forces acting on falling objects (and explain why falling objects reach terminal velocity)

Lesson

- objectives:**
- Analyze real-world examples** of the relationship between force, mass, and acceleration, such as vehicle performance, sports, and space missions.
 - Describe the forces acting on a falling object**, including gravitational force and air resistance, and how these forces change as the object accelerates.
 - Investigate terminal velocity** in various contexts (e.g., skydiving, parachutes) and relate it to real-world examples of falling objects and their motion

Vocabulary: Force, Mass, Acceleration, Terminal velocity, Friction, Gravity, Air resistance

Previous learning: Identifying forces and resultant forces.

		Plan
	Activities	Resources
Beginning (5 mins)	□ Brief Overview: • Introduce the concepts of force, mass, and acceleration ($F = m \times a$). • Discuss forces acting on falling	PPT, Monitor, Markers, Whiteboard https://www.physicsclassroom.com/Physics-Interactives/Newtons-Laws/Skydiving/Skydiving-Interactive

objects, focusing on gravity and air resistance.

- Quickly explain terminal velocity (when the forces of gravity and air resistance balance out).

□ **Vocabulary**

Review: Highlight key terms (force, mass, acceleration, terminal velocity, air resistance, gravity).

**Middle
(30 mins)**

□ **Grouping:** Divide students into groups of 3-4.

□ **Challenge:** Each group has 10 minutes to create a protective structure for an egg using the materials provided. The goal is to protect the egg during the drop.

□ Students complete predictions on which forces will act on the egg during the fall and how they think their design will protect the egg.

□ **Testing:** Each group drops their egg from a pre-determined height.

□ **Observation:** As the egg falls, students observe and record the time of fall (using a

Paper, Coursebook, Notebook, Scissors, Sellotape, Plastic bags, egg, string, cardboard.

stopwatch) and the impact.

□ **Discussion:**

Groups take notes on how the forces (gravity and air resistance) affected the fall, and whether the egg survived or broke.

End

□ **Class Discussion:**

Worksheet,

- Groups share results: Which designs worked best, and why? Which forces were most important in protecting the egg?
- Discuss terminal velocity and how air resistance worked in the test.

□ **Wrap-up:** Connect the activity back to the relationship between force, mass, and acceleration.

Additional Information

Differentiation

- **Assign Roles:** Designate roles within each group (e.g., designer, builder, tester, recorder) based on students' strengths and interests.
- **Rotation of**

Assessment

- **Individual Reflection:** Ask students to write a short reflection on what they learned about forces, mass,

Health and safety issues? ICT access?

Physics Simulations: Use online physics simulation tools (physicclassroom.com) to model forces and motion, allowing students to visualize concepts before conducting the experiment.

Clear Area: Ensure the drop zone is clear of people and obstacles to prevent accidents

Roles: Rotate roles in different rounds to ensure all students experience various aspects of the task.

and acceleration, as well as what they would do differently next time.

☐ **Design Critique:** Encourage students to critique their designs and others', focusing on the scientific principles involved.

☐ **Safe Materials:** Ensure all materials used for egg protection (e.g., straws, bubble wrap) are safe and non-toxic.

☐ **No Sharp Objects:** Avoid using materials with sharp edges or that could pose a risk of injury

Reflection and evaluation

Reflection:

Were the lesson objectives realistic?

What did the learners learn today?

What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?

What changes did I make from my plan and why?

Summary/Evaluation

What two things went really well? Consider both teaching and learning.

- 1.
- 2.

What two things would have improved the lesson? Consider both teaching and learning.

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

Lesson plan in CS

LESSON: Inheritance and Polymorphism		School: Presidential School in Khiva	
Date: 23.02.2024		Teacher name: Mr.Paul and Mr.Ixtiyor	
CLASS: 11-green		Number present: 4	Absent:
Learning outcome(s) this lesson is contributing to	Learners should be able to: • Draw class diagram with inheritance. • Draw class diagram with polymorphism. • Write OOP code to demonstrate inheritance and polymorphism		
Lesson objectives (3 mins)	• Describe what is inheritance and polymorphism • Drawing class diagrams • Write Python code subclass and base class		

Planned timings	Planned activities	Resources
Beginning 3 min	Teacher explain LO's of the lesson on the presentation and read loudly Give simple question relating topic to start.	Smart Board
Main lesson	Explaining concepts of inheritance with real life examples Describing key words of inheritance Showing class diagram about phone Describing OOP code for writing sub classes with base classes Dividing students two groups Giving task for students to discuss about identifying sub classes and writing code for them. Explaining concepts of polymorphism with real life examples Describing key words of polymorphism Describing OOP code for adding polymorphism sub classes Explain about working method of stack is appropriate for RPN Giving tasks for students to understand more clearly Complete this activity and explain to teacher how it worked	PPT
	Homework: By task number that is given in presentation, Students can do them from text book	

Lesson Plan in Chemistry

LESSON: The Covalent Bond		School: Presidential School in Khiva	
Dates: 19 October 2022 (45 minutes)		Teacher name: Abbey.M.Palvanova.M	
CLASS: Grade 9		Number present: 13	Absent: -
Learning outcome(s) this lesson is contributing to	What student must know or be able to do		
Lesson objectives (5 mins)	1 define covalent bonding as electrostatic attraction between the nuclei of two atoms and a shared pair of electrons (a) describe covalent bonding in molecules including: • hydrogen, H ₂ • oxygen, O ₂ • nitrogen, N ₂ • chlorine, Cl ₂ • hydrogen chloride, HCl • carbon dioxide, CO ₂ • ammonia, NH ₃ • methane, CH ₄ • ethane, C ₂ H ₆ • ethene, C ₂ H ₄		
Previous learning	Generate the dot and cross diagram for the oxygen molecule without being told that it contains a double bond, just knowing the outer shell electrons of oxygen and the concept of noble gas configuration Generate the dot and cross diagram for the nitrogen molecule independently		

Planned timings	Planned activities	Resources
Beginning (5 mins)	Engage: Learners can select their own ,draw and label paper (1)Flash cards are interactive way of learning about Endocytosis and exocytosis Students can draw a flow diagram covalent bonding. Learning by describing a complex process	▪ paper ▪ Pencils ▪ Erasers

Main lesson (30 mins)	1. Review: Students draw a dot and cross diagram for an ionic compound. Make sure that they have the clear idea that one species has gained electrons and another species has lost electrons. 2. Question: How can two non-metals form a compound if both of them need to gain electrons to achieve a noble gas configuration? 3. Teaching: Demonstrate for the students how to do a dot and cross diagram for molecules like hydrogen, chlorine, hydrogen chloride. 4. Practice: Have students try to draw their own diagrams of other molecules, for example, H_2O, CH_4, CCl_4, and O_2 and N_2. 5. Check for understanding: Check the dot and cross diagrams of the students. If some students were unable to generate the diagrams for oxygen and nitrogen on their own, give them the information that these are double and triple bonded respectively and let them try again. Challenge the student who were able to do O_2 and N_2 on their own to draw molecules like C_2H_6, C_2H_4, C_2H_2, etc. After some examples are shown, students are given the opportunity to draw dot and cross diagrams on their own. They are able to work at their own pace. Students having difficulty generating dot and cross diagrams for double and triple bonded structures can be given extra information and allowed to try again. Students who generate simple double and triple bonded structures on their own can be challenged with more complex molecules.	PPT presentation
Final (5 mins)	Most students can draw the dot and cross diagrams in their notebooks, but for students having difficulty, overlapping translucent circles with outer shell electrons can be used to model the sharing of electrons. Molecular models can also be used to show single, double, and triple bonding and (later) bond angles.	Exit ticket box
	Homework : ◆ End-of-chapter question 1-5	

Methodology Teaching Handbook

LEVEL	HFC	U3 L2	TEACHERS	IVY	DANA
CLASS	2	DATE	27/01/2019	TIME	13:00-15:15
AIMS: By the end of this lesson Ss will be able to :	1. Recognize the basic vocabulary 2. Say color of hair and eyes and confidently identify their body parts 3. Sound out both familiar and unfamiliar words and read them aloud 4. Make simple sentences describing characters appearance(small/big nose/blue, green eyes)				Grammar= Personal pronoun: I, you, she ,him, we, they
Lexis	Body parts: ears, arms, eyes, nose, neck, mouth, leg, hand, head, hair Adjectives: big, small, long, shot, right, left Colors: black, blond, blue, brown, pink, red, green Numbers: one, two, three, four, five, six, seven, eight, nine, ten				

Time	Stage	Activity	material	IP
10	Welcome	1. Greet ss using wrong names which will encourage them to say, no, I'm or say...This is.... 2. Teams and stars 3. And check the homework		T-Ss
7	Listen and write race	4. T places the activity paper outside and Ss work in pairs. Teacher says a word, ss A outside to look at the spelling and come back to tell the partner letters to spell the said word and then switch	Ss books	S
23	Language	5. Use set 1 flash cards to describe book C characters, Tom has ...Elise has, I have ,,, 6. Make a dialogue of two ss, this is Dana, she has short black hair and small nose. This is Ivy, she has big eyes and big ears 7. Play the language game	FC set 1 IWB	S-s
20	Chant	8. Write.ack....uck...ick on the board and elicit words that ss may know that end with these letters 9. Play the chant, let ss listen for the first time and then give them hand outs and then listen for the last time and then circle what the teachers says	IWB Hand outs	T-Ss T-SS-s
		BREAK		
10	Warmer	10. Ss count from 1 to where they can and they we play Numbers FC 11. Have three Ss in a triangle playing with the balloon while counting to ten *2 to and fro	Fc	T-Ss-S_
15	Vocabulary	12. Ss look at Ivy and say when she points at her body parts 13. Display the FC set 4 (body parts) and drill 14. Play vocabulary game 15. Ss write A& B page 32	IWB IWB Ss book	T-Ss S-s S

Methodology Teaching Handbook



Donovan Benedict Solomons

Xorazm viloyat Pedagogik mahorat markazi direktori xorijiy maslahatchisi, Xiva shahridagi Prezident maktabining matematika fani o'qituvchisi

Donovan Benedict Solomons 1969-yil 23-yanvarda Janubiy Afrikaning Keyptaun shahridagi Tiervlei nomli kichik bir mahallada tug'ilgan. U 1987-yilda Ravensmead o'rta maktabini tamomlagan va so'ngra Oziq-ovqat va ichimliklar sohasida faoliyat yuritishga qaror qilgan. U Mehmonxona boshqaruvi va Oshpazlik mahorati bo'yicha Milliy Diplomga ega bo'lgan. O'z faoliyati davomida Braziliya, Venesuela, AQSh, Angliya va Yevropa davlatlariga safar qilgan.

Hayotining keyingi bosqichlarida u Fan va Matematika ta'limi yo'nalishi bo'yicha bakalavr darajasini (BEd) eng yuqori imtiyoz bilan (Summa Cum Laude) tamomlagan. Shuningdek, u BEd (Hons) darajasini ham (Cum Laude) imtiyoz bilan tugatgan. Har bir o'quv yilida u Ta'lim sohasidagi yuqori yutuqlar uchun beriladigan dekan mukofoti bilan taqdirlangan.

2019-yilda magistratura bosqichida tahsil olayotgan paytida, u O'zbekistonning Xiva shahridagi Prezident maktabiga matematika fani o'qituvchisi lavozimiga ishga qabul qilingan. 2019-yildan 2021-yilgacha u shu maktabda yetakchi matematika o'qituvchisi sifatida ham faoliyat yuritib, boshqa matematika o'qituvchilariga metodik rahbarlik qilgan.

2024-yilda u Xorazm viloyati Pedagogik mahorat markazi direktori Jasurbek Salayev rahbarligidagi markazga xorijiy maslahatchi sifatida taklif etilgan. U ikki nafar o'g'il – Jarod va Kolbi Solomons, hamda, afsuski, endi oramizda bo'lmagan qizi Mischkaning faxrlari o'tasidir.

Donovan Benedict Solomons

Foreign Consultant to the Director of the Khorezm Regional Pedagogical Skills Center.
Mathematics Educator at the Presidential School in Khiva.

Donovan Benedict Solomons was born on January 23, 1969 in a small neighbourhood of Tiervlei in Cape Town. He graduated from the Ravensmead High School in 1987, and then pursued a career in Food and Beverages, with a National Diploma in Culinary Skills and Hotel Management. He travelled the world to countries like Brazil, Venezuela, United States of America, England and Europe.

At a later stage in his life, he studied towards a degree in Science and Mathematics Education (BEd) and graduated with the highest distinction (Summa Cum Laude). He followed that up with a Cum Laude in BEd (Honours) degree. Every year of his studies, he received the Deans Merit award, an award dedicated for high achievement in the field of Education.

In 2019, while busy with his Masters Degree, he accepted a post as Mathematics teacher at the Presidential School in Khiva, Uzbekistan. During this time till 2021, he was also the Lead Teacher for Mathematics, responsible for guidance to other Presidential School Mathematics teachers.

In 2024, he also accepted the post as Foreign Consultant to the Director of the Khorezm Regional Pedagogical Skills Center, under the leadership of Mr Jasurbek Salayev.
He is the proud father of two sons, Jarod and Colby Solomons, and a daughter Mischka, who sadly is no longer with us.

Salayev Jasurbek Komilovich

Xorazm viloyati Pedagogik mahorat markazi direktori, iqtisodiyot fanlari falsafa doktori, faxriy professor, Xalq deputatlari Xiva shahar Kengashi deputati.

Salayev Jasurbek Komilovich 1982-yil 7-sentyabrda Xiva shahrida ziyolilar oilasida tug'ilgan. 2006-yil Urganch Davlat Universiteti "Kasb ta'limi (Buhgalteriya hisobi va audit)" mutahassisligini tamomlagan.

2008-yilda Toshkent Irrigatsiya va Melioratsiya Instituti ZEF/UNESCO xalqaro loyihasi "Tarmoqlar iqtisodi" mutaxassisligi bo'yicha magistraturani tamomlagan. 2009-2011-yillarda Germaniyaning Weihestephan Universiteti magistraturani, LOGO e.V. xalqaro loyihasi doirasida Honig Mehler GmbHda mutahassislik amaliyotini va Germaniya Myunxen Falsafa Universitetlarida tahsil olgan.

2011-2013-yillarda Xiva tumani hokimligi tashkiliy-nazorat guruhi yetakchi mutaxassisi, Xiva pedagogika kasb-hunar kollejining Jismoniy tarbiya bo'limi boshlig'i, 2014-2018 yillarda Xiva pedagogika kolleji O'quv ishlari bo'yicha direktor o'rinbosari, 2018-2024 yillarda Xiva pedagogika kolleji direktori lavozimlarida faoliyat yuritgan.

2024-yildan Xorazm viloyati Pedagogik mahorat markazi direktori lavozimida faoliyat olib bormoqda.
Oilali, turmush o'rtog'i bilan uch nafar farzandlarni tarbiyalamoqda.

Salayev Jasurbek Komilovich

Director of the Khorezm Regional Pedagogical Skills Center, Doctor of Philosophy in Economics, Honorary Professor, Excellence in Secondary Special and Vocational Education, Deputy of the Khiva City Council of People's Deputies

Jasurbek Komilovich Salayev was born on September 7, 1982, in Khiva city into an intellectual family. In 1996, he graduated from Secondary School No. 9 named after M. Mirsharapov in Khiva. In 2000, he completed his studies at the Khiva Agribusiness College, specializing as an "Agricultural Farmer."

From 2001 to 2006, he worked as a teacher at School No. 10 in Khiva district, chief accountant of the Khiva district council of the Uzbekistan People's Democratic Party (UzPDP), and chairman of the Khiva district branch of the "Istiqlol" Youth Wing under the UzPDP.

In 2006, he graduated from Urgench State University with a degree in Vocational Education, Accounting, and Auditing. In 2008, he completed a master's degree in Sectoral Economics through the international ZEF/UNESCO project at the Tashkent Institute of Irrigation and Melioration. In 2009, he graduated with a master's degree from the Weihestephan University in Germany and completed an internship at Honig Mehler GmbH through the LOGO e.V international project.

From 2010 to 2011, he was a student at the University of Philosophy in Munich. Between 2012 and 2013, he worked as a leading specialist of the organizational-control group of the Khiva district administration and as a teacher of Fundamentals of Economics at the Khiva Pedagogical College. In 2013, he became head of the Physical Education Department at the Khiva Pedagogical Vocational College, and in 2014, Deputy Director for Academic Affairs at the same institution.

Since 2018, he has served as Director of the Khiva Pedagogical College, and since 2024, he has been working as Director of the Khorezm Regional Pedagogical Skills Center. He is married and raising three children with his spouse.