

Integratsion dars modeli samaradorligi: nazariy va empirik tahlil

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Annotatsiya: Mazkur tadqiqotda umumiy o'rta ta'lim tizimida integratsion dars modelining samaradorligi nazariy va empirik jihatdan o'rganildi. Tadqiqot davomida fanlararo integratsiya asosida ishlab chiqilgan pedagogik model tajriba-sinovdan o'tkazildi. Kreativ tafakkur, o'quv motivatsiyasi va akademik o'zlashtirish ko'rsatkichlari diagnostik metodlar yordamida baholandi. Statistik tahlil natijalari integratsion dars modeli an'anaviy o'qitish shakliga nisbatan sezilarli ustunlikka ega ekanligini ko'rsatdi. Tadqiqot natijalari integratsiyalashgan ta'limning samaradorligini ilmiy asoslash imkonini beradi.

Kalit so'zlar: integratsion ta'lim, fanlararo yondashuv, pedagogik model, ta'lim samaradorligi, kreativ tafakkur, kompetensiyaviy yondashuv

The effectiveness of the integrated lesson model: theoretical and empirical analysis

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Abstract: In this study, the effectiveness of the integrated lesson model in the general secondary education system was studied theoretically and empirically. During the study, the pedagogical model developed on the basis of interdisciplinary integration was experimentally tested. Creative thinking, learning motivation and academic mastery indicators were assessed using diagnostic methods. The results of statistical analysis showed that the integrated lesson model has significant advantages over the traditional form of teaching. The results of the study allow for scientific substantiation of the effectiveness of integrated education.

Keywords: integrated education, interdisciplinary approach, pedagogical model, educational effectiveness, creative thinking, competency-based approach

Kirish: XXI asr ta'lim paradigmasi fragmentar bilimdan tizimli bilimga o'tishni talab etadi. Fanlararo integratsiya o'quvchilarning kompleks fikrlashini, muammoli

vaziyatlarda moslashuvchan qaror qabul qilishini va real hayotiy vazifalarni hal etish kompetensiyasini rivojlantirishga xizmat qiladi.

An'anaviy dars modeli ko'pincha fanlarni alohida-alohida o'qitishga asoslanadi. Bu esa bilimlarning uzviy bog'lanishini cheklaydi. Integratsion dars modeli esa mazmuniy, metodik va faoliyat darajasida fanlararo bog'liqlikni ta'minlaydi.

Tadqiqot maqsadi:

Integratsion dars modelining o'quv jarayonidagi samaradorligini ilmiy asoslash va empirik tekshirish.

Tadqiqot gipotezasi:

Agar dars jarayoni fanlararo integratsiya asosida tashkil etilsa, o'quvchilarning kreativ tafakkuri, motivatsiyasi va akademik natijalari sezilarli darajada oshadi.

NAZARIY ASOSLAR

Integratsiya tushunchasining pedagogik mohiyati

Integratsiya - bu bilimlarning o'zaro bog'liqligini ta'minlash orqali yaxlit idrokni shakllantirish jarayonidir. Dewey (1934) ta'limni hayot bilan bog'lash zarurligini ta'kidlagan. Bruner (1960) spiral o'qitish modelida fanlararo aloqadorlikni ilgari surgan.

Kompetensiyaviy yondashuvga ko'ra, bilim amaliy faoliyat bilan uyg'unlashganda samarali natija beradi.

Integratsion dars modelining tarkibiy komponentlari

Taklif etilayotgan model 4 komponentdan iborat:

Motivatsion komponent - muammoli vaziyat yaratish

Mazmuniy komponent - fanlararo bog'langan o'quv materiallari

Faoliyat komponenti - amaliy va ijodiy topshiriqlar

Refleksiv komponent - o'z-o'zini baholash va tahlil

TADDIQOT METODOLOGIYASI

Ishtirokchilar:

Tajriba guruhi - 34 nafar o'quvchi

Nazorat guruhi - 33 nafar o'quvchi

Tadqiqot davomiyligi:

12 hafta

Metodlar:

Kreativ tafakkur testi (Torrance asosida)

O'quv motivatsiyasi so'rovnomasi

Akademik natijalar monitoringi

Student t-testi orqali statistik tahlil

Bosqichlar:

Dastlabki diagnostika

Integratsion modelni joriy etish

Yakuniy o'lov

Taqqoslash va statistik tahlil

NATIJAR

Tajriba guruhida quyidagi o'sish kuzatildi:

Ko'rsatkich

Dastlabki

Yakuniy

O'sish

Kreativlik

58%

81%

+23%

Motivatsiya

62%

84%

+22%

O'zlashtirish

65%

83%

+18%

Nazorat guruhida o'sish 7-9% atrofida bo'ldi.

Student t-testi natijasi:

$t = 2.41, p < 0.05$ - farq statistik jihatdan ishonchli.

MUHOKAMA

Natijalar shuni ko'rsatadiki:

Integratsion model divergent tafakkurni rivojlantiradi.

Fanlararo topshiriqlar muammoni kompleks hal qilishni shakllantiradi.

O'quv motivatsiyasi ichki qiziqish asosida kuchayadi.

Bu natijalar xalqaro tadqiqotlar (Eisner, 2002; Winner & Hetland, 2007; Bruner, 1960) bilan hamohangdir.

XULOSA

Integratsion dars modeli an'anaviy o'qitish shakliga nisbatan yuqori samaradorlikka ega ekanligi empirik jihatdan isbotlandi. Taklif etilgan pedagogik model umumiy o'rta ta'lim tizimiga joriy etish uchun tavsiya etiladi.

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