

TALABALARDA ANALITIK FIKRLASH: MOHIYATI VA RIVOJLANTIRISH USULLARI

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Analitik fikrlash – ma’lumotni qismlarga ajratish, bog‘lanishlarni ko‘rish va dalillarni baholab, asosli xulosa chiqarish ko‘nikmasi. Tadqiqotlar uni 21-asr ta’limining eng muhim yuqori darajali fikrlash ko‘nikmalaridan biri sifatida ko‘rsatadi [1] [2] [3] [4].

Analitik fikrlash tushunchasi va ahamiyati

a) Analitik fikrlash murakkab muammolarni ajratish, dalillarni tekshirish, ishonchli yechim taklif qilishni o‘z ichiga oladi [2].

b) U tanqidiy fikrlash, ijodkorlik, qaror qabul qilish va ilmiy dalillash bilan chambarchas bog‘liq [2] [5] [6].

c) 21-asr kompetensiyalarining markazida turadi: matematika, fan, STEM, jismoniy tarbiya va oliy ta’limda talab qilinadi [1] [2] [7] [8] [3] [5] [4].

Turli fanlarda analitik fikrlash roli

Soha	Asosiy vazifasi
Matematika/STEM	Muammoni tahlil qilish, isbot va dalillarni baholash
Tabiiy fanlar	Tadqiqot, tajriba natijalarini talqin qilish
Jismoniy tarbiya	Harakatni tahlil qilish, natijani yaxshilash
Oliy ta’lim umuman	Tadqiqot, kasbiy muammolarni hal qilish

Jadval 1: Analitik fikrlashning fanlar bo‘yicha vazifalari

Talabalarda analitik fikrlashni rivojlantiruvchi metodlar

a) Muammo asosidagi va izlanish asosidagi o‘qitish (PBL, IBL, 5E): tabiiy fanlar va energetika mavzularida sezilarli o‘shish beradi [7] [3] [9] [4].

b) Flipped classroom + raqamli hikoya va inquiry: talabalarning analitik fikrlashi va akademik yutuqlari oshadi [11].



c) Hamkorlik va reflektiv o'qitish modeli: maqsad qo'yish, jamoa ishlari, refleksiya bosqichlari orqali analitik va tanqidiy fikrlashni kuchaytiradi [12].

d) Animatsion multfilmlar (boshlang'ich sinf): 3D seriya yordamida kichik yoshdagi o'quvchilarning analitik fikrlashi sezilarli yaxshilanadi [13].

e) Jismoniy tarbiya mashg'ulotlariga ATni integratsiya qilish: analitik fikrlash darajasi o'quv natijalarining ~20% variatsiyasini tushuntiradi [8].

O'lchash va baholash vositalari

1. Anderson taksonomiyasiga asoslangan differensiasiya, tashkil etish, atributlash komponentlarini o'lchovchi testlar ishlab chiqilgan [14] [7].

2. Integratsiyalashgan testlar bir vaqtda analitik fikrlash va ilmiy munosabatlarni baholaydi [15].

3. Turli sinf va yoshlar uchun analitik fikrlash tendensiyasi, tutumi va o'z-o'zini samaradorligi shkalalari yaratilgan [16].

Psixologik omillar va metakognitsiya

- Kichik yoshda analitik fikrlash odatda past bo'ladi; diqqat, xotira, o'zini nazorat qilish muhim to'siqlar sifatida aniqlangan [17].

- Maqsadli dastur joriy qilinganda, mantiqiy-analitik daraja sezilarli oshadi va past darajadagilar soni kamayadi [17].

- Universitet talabalari orasida metakognitiv bilim va nazorat (rejalash, kuzatish, o'zini baholash) analitik fikrlash bilan ijobiy, kuchli bog'langan [10].

Xulosa

Talabalarda analitik fikrlash – barcha fanlar va kasbiy sohalar uchun zarur bo'lgan, o'rgatilishi va o'lchanishi mumkin bo'lgan ko'nikma. Faol, muammo-yo'naltirilgan, hamkorlik va refleksiyaga asoslangan o'qitish shakllari, shuningdek, metakognitiv ko'nikmalarni rivojlantirish analitik fikrlashni sezilarli oshiradi. O'qituvchilar uchun asosiy vazifa – darslarni izlanish, muammo yechish va dalilga tayangan fikrlashni talab qiladigan tarzda loyihalashdir.



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