|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11 № | sana: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 11 1 | Xonani oching va qachon kelganingizni telegram guruhga video yuboring va**“K.P.I”** jadvalga yozing. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 2 | Xonalarni tartiblash, oynalarni ochib havosini almashtish. Jihozlarning tozzaligini ta’minlash. Changlarga e’tibor berish. Chiroqni yoqishni unitmang. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 3 | Xonani osvijitel bilan xushbo’ylashtirish va gullarga e’tibor. Tefalni suvini yangilash. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 4 | Dars uchun kerakli narsalarni chop etish darsga tayyorgarlik (doskalarni artish, mel, marker va doska gupkalarni ko’zdan kechirish). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 55 5 | Kirish eshigi ostidagi lattani namlab qo’yish zarur. Chelakni ko’zdan kechirish to’lgan bo’lsa bo’shatish kerak. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 6 | Darsga kelgan o’quvchilarni maskada bo’lishini va karantin qoidalariga amal qilishini tushintirish va amalda ta’minlash . |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 7 | Dars boshlanganida kelmagan o’quvchilarga telefon qilish va ettendesda belgilab yozib qo’yish. (Sababsiz bo’lsa minus qo’yish). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 8 | To’lovi kelgan o’quvchilarni to’lov qilishini aytish (yangi o’quvchi 2-darsda to’lov qilishi eng oxiri keyin darsga qo’yiladi) doimiy o’quvchilarga 10-darsdan to’lovni eslatish kerak |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 9 | To’lovi kelgan o’quvchilarni guruhda ogohlantirish! Ertansi kuni keladiganlarga trlrfon qilish kerak. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1-0 10 | Yangi mijozlarga qo’ng’iroq qilish ! Telefon nomer bazalar bilan ishlash. Probniy darsga o’quvchilarni jalb qilish, yangi dars haqida o’qituvchini ogohlantirish. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 11 | Sotuv, marketing, servis haqida kuniga YouTube dan kamida 2 ta video ko’rish ! |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 12 | Kunlik sotuvlar bo’yicha hisobot telegram guruhga yozish kechiktirmasdan. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 13 | Raqobatchi tashkilotlarni o’rganish ular bilan bog’lanib turish. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 14 | Kunlik statistika ! Sotuvlar summasini, o’quvchilar kelgani va ketganini sababini yozib qo’yish kerak ! |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 15 | Ishdan ketayotganda xonani tartibli qilib hujjatlarni tushunarli va anniq joyga qo’yib ketish kerak. Markaz telefoni bo’sa, zaryadga qo’yib ketish kerak. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 16 | Oynalarni yopish, svetni o’chirish xonalarni qulflab keting. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 17 | Korxona vaqtiga va mulklariga xiyonat qilmaslik. Printer va boshqa buyumlardan ishdan tashqari xolatda foydalanishga ruxsat yo’q. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |