**Boshlang`ich ta`lim fakulteti**   
**Boshlang`ich ta`lim metodikasi kafedrasi**

**Matematika o’qitish metodikasi fanidan**

**TEST TOPSHIRIQLARI**   
 **3-kurs maxsus sirtqi uchun.**

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| №1. | Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Nomanfiy butun sonlar to„plamida arifmetik amallar bajarishning nazariy asoslari | | to„plamlar nazariyasi, miqdorlar, aksiomatik yondoshuv | | to„plamlarnazariyasi, miqdorlar | | miqdorlar,matematik mantiq | | miqdorlar, aksiomatik yondoshuv | | |
| №2. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | 34+20 misol yechish metodikasini ko„rsating | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 34 |  | 20 |  | (30 |  | 4) |  | 20 |  | (30 |  | 20) |  | 4 | | | 34 + 20 = (34 +10) +10 = 44 +10 | | 34 + 20 = (30 + 4) +20 = 30 + (4 +20) | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 34 |  | 20 |  | 3 ' *on* |  | 4 | *bir* |  | 2 ' *o n* | | | |
| №3. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | 40-16 misolni yechishda ayirmaning qanday qoidasidan foydalaniladi? | | sondan yig„indini ayirish | | guruhlash, distributivlik | | kommutativlik | | o„rin almashtirish qonuni | | |
| №4. | Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 2; |
| |  | | --- | | 600+300 misol yechish metodikasini ko„rsating. | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | 600 |  | 300 | |  | 900 | | | 6 | *yuz* |  | 3 | *yuz* |  | 9 | *yuz* | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 600 | |  | 300 |  | 900 | | | 600 *bir* |  | 300 *bir* | | |  | 900 *bir* | | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 600 | |  | | 300 |  | 900 | | | 600 *on* |  | | 30 *дo n* | | |  | 90 ' *o n* | | | 600+300=900 | | |
| №5. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | 98-30 misol yechish metodikasini ko„rsating. | | 98 - 30 = (90 + 8) - 30 = (90 -30) + 8 = 68 | | 98 - 30 = 98+ (88 + 10) -30 = (88 -20) - 10 = 68 | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 98 |  | 30 |  | 9 ' *on* |  | 8 | *bir* |  | 3 ' *o n* | | | 98 - 30 = (98 - 15) - 15 = 33 -15 = 18 | | |
| №6. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | 98-3 misol yechish metodikasini ko„rsating. | | 98 - 3 = (90 +8) - 3 = 90 + (8 - 3) = 95 | | |

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| 98 - 3 = (95 + 5) - 3 = 95 + (5 -3) = 95 |
| 98 - 3 = (90 + 8) - 3 = (90 - 3) + 8 = 87 + 8 = 95 |
| 98 - 3 = 98 - (2 + 1) = (98 - 2) - 1 = 96 - 1 = 95 |

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| №7. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 1; |
| |  | | --- | | Ko„paytirish bu… | | bir xil qo„shiluvchilarning yig„indisi | | bir xil ko„paytuvchilarning ko„paytmasi | | qo„shish amalidan kelib chiquvchi amal | | a+b+c ko„rinishidagi yig„indi | | |
| №8. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 1; |
| |  | | --- | | Bo„lish amalining mazmunini ko„rsating | | ko„paytirishga teskari amal | | misollar yechish | | ko„paytirish asosida bajariladi | | ayirmaga teskari amal | | |
| №9. | Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | “10 ichida qo„shish” ning 1-sinfda o„rgatilatigan xossalari? | | o„rin almashtirish | | tranzitivlik, distributivlik | | tranzitivlik va kommutativlik | | distributivlik va kommutativlik | | |
| №10. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | 18 ichida xonadan o„tish bilan qo„shish va ayirish qaysi sinfda o„rgatiladi? | | 2- sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №11. | Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 2; |
| |  | | --- | | 500+370 misolni yechishda qaysi qoidadan foydalaniladi? | | songa yig„indini qo„shish | | kommutativlik | | distributivlik | | monotonlik | | |
| №12. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | 74+20 misol yechish metodikasini ko„rsating. | | 74 +20 = (70 +4) + 20 = (70 +20) +4 | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 74 |  | 20 |  | 7 ' *on* |  | 4 | *bir* |  | 20 ' *o n* | | | 74 + 20 = (70 + 4) +20 = 70 + (4 +20) | | 74 + 20 = (74 +10) +10 = 84 +10 | | |
| №13. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | 70-26 misolni yechishda arifmetik amallarning qaysi xususiyati qo‟llaniladi? | | sondan yig„indini ayirish | | Kommutativlik | | |

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| o„rin almashtirish |
| gruppalash vadistributivlik |

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| №14. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | 78-30 misol yechish metodikasini ko„rsating. | | 78 - 30 = (78 + 8) - 30 = (70 -30) + 8 = 48 | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 78 |  | 30 |  | 7 ' *on* |  | 8 | *bir* |  | 3 ' *o n* | | | 78 - 30 = 78- (20 + 10) = (78 -20) - 10 = 48 | | 78 - 30 = (78 - 15) - 15 = 63 -15 = 48 | | |
| №15. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | 18 – 3misol yechish metodikasini ko„rsating. | | 18 - 3 = (10 +8) - 3 = 10 + (8 - 3) = 15 | | 18 - 3 = (15 + 5) - 3 = 15 + (5 -3) = 15 | | 18 - 3 = (10 + 8) - 3 = (10 - 3) + 8 = 7 + 8 = 15 | | 18 - 3 = 18 - (2 + 1) = (18 - 2) - 1 = 46 - 1 = 15 | | |
| №16. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Ko„paytirish va bo„lish jadvali qaysi sinfda o„rgatiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №17. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Jadvaldan tashqari ko„paytirish va bo„lish qaysi sinfda o„rgatiladi? | | 3-sinfda | | 1-sinfda | | 2-sinfda | | 4-sinfda | | |
| №18. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Oxiri nol bilan tugaydigan sonlarni ko„paytirish va bo„lish qaysi sinfda o„rgatiladi? | | 3-sinfda | | 1-sinfda | | 2-sinfda | | 4-sinfda | | |
| №19. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Ko„paytirishning aniq mazmuni qaysi sinfda ochib beriladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №20. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Bo„lishning aniq mazmuni qaysi sinfda ochib beriladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | |

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| 4-sinfda |

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| №21. | Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | 3+1+1, 5-1-1 qo„shish va ayirishning bunday metodik usuli nechanchi sinfda o„rgatiladi? | | 1-sinfda | | 2-sinfda | | 3-sinfda | | 4-sinfda | | |
| №22. | Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Qaysi javobda qo„shishning aniq mazmuni keltirilgan? | | 5+3=5+2+1 | | 5+3=3+5 | | 5=3+2 | | 5+5+5=5∙3 | | |
| №23. | Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Qaysi javobda ayirishshning aniq mazmuni keltirilgan? | | 5-3=5-2-1 | | 5-3=2 | | 5=8-3 | | 6-3=5-2 | | |
| №24. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Qaysi javobda ko„paytirishning aniq mazmuni keltirilgan? | | 5+5+5=5∙3 | | 5+3=3+5 | | 5=3+2 | | 5+3=5+2+1 | | |
| №25. | Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Qo„shish amalining xossalari qaysi sinfdan boshlab o„rgatiladi? | | 1-sinfda | | 2-sinfda | | 3-sinfda | | 4-sinfda | | |
| №26. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Ko„paytirish amalining xossalari qaysi sinfdan boshlab o„rgatiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №27. | Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 2; |
| |  | | --- | | 200+300 ifodani yechish metodikasiniko„rsating. | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | 200 |  | 300 | |  | 500 | | | 2 | *yuz* |  | 3 | *yuz* |  | 5 | *yuz* | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 200 | |  | 300 |  | 500 | | | 200 *bir* |  | 300 *bir* | | |  | 500 *bir* | | | |

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| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 200 | |  | | 300 |  | 500 | | | 200 *onlik* |  | | 300 ` *o n* | | |  | 50 ` *o nlik* | |
| 200+300=500 |

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| №28. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | 45+3 ni yechish metodikasini ko„rsating. | | 45+3=(40+5)+3=40+(5+3)=48 | | 45+3=(40+5)-3=42 | | 45+3=(40-3)+5=37+5=42 | | 45+3=(40+3)+5=43+5=48 | | |
| №29. | Fan bobi - 1; Fan bo‟limi - 4; Qiyinlik darajasi - 2; |
| |  | | --- | | Hisoblashning yozma usullari asosan qaysi konsentrda qo„llaniladi? | | 1000 lik va ko„pxonali sonlar konsentrida | | 100 lik konsentrida | | 10 lik konsentrida | | 100 lik va 1000 lik konsentrida | | |
| №30. | Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Hisoblashning og„zaki usullari asosan qaysi konsentrda qo„llaniladi? | | 10 lik va 100 lik konsentrida | | 100 lik va 1000 lik konsentrida | | 1000 lik konsentrida | | 1000 lik va ko„p xonali sonlar konsentrida | | |
| №31. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | 100 lik konsentirida hisoblashning og„zaki usullari nimaga asoslangan? | | Arifmetik amallarning xossalari va hisoblashning qulay usullariga | | Hamma hisoblash usullarini bilishga | | Arifmetik amallarning aniq mazmuniga | | Amallarning komponentlari va natijasining o„zaro bog„liqligiga | | |
| №32. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Hisoblashning og„zaki usullarida hisoblash … boshlanadi. | | katta xona birligidan | | kichik xona birligidan | | o„rta xona birligidan | | misolning oxiridan | | |
| №33. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Hisoblashning yozma usullarida hisoblash … boshlanadi.Tushurib qoldirilgan jumlani toping. | | kichik xona birligidan | | katta xona birligidan | | o„rta xona birligidan | | misolning boshidan | | |
| №34. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Nomalum bo„luvchi qanday topiladi? | | Bo„linuvchi bo„linmaga bo„linadi | | Bo„linuvchi bo„linmaga ko„paytirib topiladi | | Ko„paytuvchi bo„linuvchiga bo„linadi | | |

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| Bo„luvchi bolinuvchiga kopaytiriladi |

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| №35. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | Agar bo„linuvchi 2 marta ortirilib bo„luvchi 2 marta kamaytirilsa bo„linma qanday o„zgaradi? | | 4marta ortadi | | 4 marta kamayadi | | 4 taortadi | | 4 ta kamayadi | | |
| №36. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | Uchinchi sinfda o„quvchilar bo„lishning qaysi turi bilan tanishadilar? | | Jadvaldan tashqari bo„lish, qoldiqli bo„lish | | Jadvalda bo„lish | | Qoldiqli bo„lish | | Jadvaldan tashqari bo„lish | | |
| №37. | Fan bobi - 1; Fan bo‟limi - 4; Qiyinlik darajasi - 3; |
| |  | | --- | | Ko„p xonali sonlarni ko„paytirish va bo„lish qanday bosqichlarda o„rganiladi? | | Bir xonali songa ko„paytirish va bo„lish,ikki xonali va uch xonali sonlarga ko„paytirish va bo„lish | | Tayyorgarlik ishi, ko„paytirish bilan tanishtirish, bo„lish bilan tanishtirish | | Ko„paytirish va bo„lish bilan tanishtiriladi, bir xonali songa ko„paytirish, bir xonali songa bo„lish | | Ko„paytirish bilan tanishtirish, bo„lish bilan tanishtirish | | |
| №38. | Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 1; |
| |  | | --- | | Boshlang„ich sinf o„quvchilari qanaqa algebraik materiallar bilan tanishadilar? | | Matematik ifodalar, sonli tengliklar, sonli tengsizliklar, tenglamalar va tengsizliklarni yechish | | Tenglama va tengsizliklar, tenglamalar sistemasi, o„zgaruvchili funksiyalar | | Tenglama va tengsizliklar, murakkab tenglamalar | | Ikki o„zgaruvchili tenglama va tengsizliklar, tenglamalar sistemasini yechish | | |
| №39. | Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 1; |
| |  | | --- | | Matematik ifoda tushunchasi bilan o„quvchilar qaysi sinfda tanishadi? | | 2-sinfda | | 3-sinfda | | 4-sinfda | | 1-sinfda | | |
| №40. | Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Sonli ifodaning nomlanishi nimaga bog„liq? | | ifodada bajariladigan oxirgi amal ishorasiga bog„liq | | ifodaning birinchi hadiga bog„liq | | amal kompоnentlariga bog„liq | | ifodadagi amalga | | |
| №41. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Algebra elementlarini o„rgatish qayshi konsentridan boshlanadi? | | 10 lik dan | | 100 lik dan | | 1000 lik dan | | |

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| Ko„pxonali sonlar |

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| №42. | Fan bobi - 2; Fan bo‟limi - 4; Qiyinlik darajasi - 1; |
| |  | | --- | | “Al-jabr va al-Muqobala” kitobining muallifi kim? | | Al-Xorazmiy | | A.R.Beruniy | | A.Farg„oniy | | Ibn Sino | | |
| №43. | Fan bobi - 2; Fan bo‟limi - 4; Qiyinlik darajasi - 1; |
| |  | | --- | | “Al-jabr va al-muqobala” nimani anglatadi? | | to„ldirish va qarama-qarshisini topish | | to„ldirish | | qarama-qarshi to„ldirish | | ko„paytirish va ayirish | | |
| №44. | Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | «Tenglik» tushunchasi qaysi sinfda orgatiladi? | | 1-sinfda | | 2-sinfda | | 3-sinfda | | 4-sinfda | | |
| №45. | Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | «Tengsizlik» tushunchasi qaysi sinfda orgatiladi? | | 1-sinfda | | 2-sinfda | | 3-sinfda | | 4-sinfda | | |
| №46. | Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | <, >, = belgilari qaysi mavzuni o„rgatishda kiritiladi? | | 2 raqami va soni | | 1 raqami va soni | | 5 raqami va soni | | 4 raqami va soni | | |
| №47. | Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | +, - belgilari qaysi mavzuni o„rgatishda kiritiladi? | | 3 raqami va sonini | | 2 raqami va sonini | | 5 raqami va sonini | | 4 raqami va sonini | | |
| №48. | Fan bobi - 2; Fan bo‟limi - 3; Qiyinlik darajasi - 2; |
| |  | | --- | | «Tenglama» tushunchasi qaysi sinfda o„rgatiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |

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| №49. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Harfiy ifodalar qaysi sinfda kiritiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №50. | Fan bobi - 2; Fan bo‟limi - 3; Qiyinlik darajasi - 2; |
| |  | | --- | | Tenglama tuzush bilan masala yechish qaysi sinfda o„rgatiladi? | | 4-sinfda | | 1-sinfda | | 3-sinfda | | 2-sinfda | | |
| №51. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Tenglamalar yechishga o„rgatish bosqichlarini ko„rsating. | | Darchali misollar yechish, tenglamalarni tanlash usuli bilan yechish, amallar komponentlari va natijasining bog„lanishi asosida tenglamalar yechish | | Tayyorlov bosqichi | | Tenglamalarni tanlash usuli bilan yechish | | Amallar komponentlari va natijasining bog„lanishi asosida tenglamalar yechish | | |
| №52. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Boshlang„ich sinflarda algebra va geometriya elementlari qaysi bosqichdan boshlab o„tiladi? | | O„nlikdan | | Yuzlikdan | | Minglikdan | | Ko„p xonali sonlar bosqichidan | | |
| №53. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | 20 ichida qoshish va ayirish qaysi sinfda o„rganiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №54. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Qo„shishning hadlari qaysi sinfda o„rganiladi? | | 1-sinfda | | 3-sinfda | | 2-sinfda | | 4-sinfda | | |
| №55. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Ayirishning hadlari qaysi sinfda o„rganiladi? | | 1-sinfda | | 3-sinfda | | 2-sinfda | | 4-sinfda | | |

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| №56. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 3; |
| |  | | --- | | Qaysi holda qo„shish va ayirish amallari ko„paytirishdan oldin bajariladi? | | qavsichida bo„lsa | | har doim | | ko„paytirishdan oldin kelsa | | ko„paytirishdan keyin kelsa | | |
| №57. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 3; |
| |  | | --- | | Qo„shish va ayirish amallari aralash berilgan bo„lsa, ularni qaysi tartibda bajarish kerak? | | Chapdan o„nga qarab | | Birinchi qo„shish bajariladi | | O„ndan chapga qarab | | Birinchi ayirishbajariladi | | |
| №58. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 3; |
| |  | | --- | | Ko„paytirish va bo„lish amallari aralash berilgan bo„lsa, ularni qaysi tartibda bajarish kerak? | | Chapdan o„nga qarab | | Birinchi ko„paytirish qo„shish bajariladi | | O„ndan chapga qarab | | Birinchi bo„lish bajariladi | | |
| №59. | Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 3; |
| |  | | --- | | Yozma hisob usuli bilan o„quvchilar qaysi sinfdan boshlab tanishadi? | | Ikkinchi | | Birinchi | | Uchunchi | | To„rtinchi | | |
| №60. | Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Dastlabki geometrik materiallar qaysi sinflardan boshlab o„rgatiladi? | | 1-sinfdan | | 2-sinfdan | | 3-sinfdan | | 4-sinfdan | | |
| №61. | Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Figura yuzi, yuza o„lchov birliklari mavzusi o„quv dasturida nechanchi sinfda kiritiilishi rejalashtirilgan? | | Ikkinchi | | Birinchi | | Uchinchi | | Beshinchi | | |
| №62. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Santimetr o„lchov birligi qaysi sinfda kiritiladi? | | 1-sinfda | | 2-sinfda | | 3-sinfda | | 4-sinfda | | |

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| №63. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Detsimetr o„lchov birligi qaysi sinfda kiritiladi? | | 1-sinfda | | 2-sinfda | | 3-sinfda | | 4-sinfda | | |
| №64. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Metr o„lchov birligi qaysi sinfda kiritiladi? | | 1-sinfda | | 2-sinfda | | 3-sinfda | | 4-sinfda | | |
| №65. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Kilometr o„lchov birligi qaysi sinfda kiritiladi? | | 3-sinfda | | 2-sinfda | | 1-sinfda | | 4-sinfda | | |
| №66. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Kvadrat santimetr o„lchov birligi qaysi sinfda kiritiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №67. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Kvadrat detsimetr o„lchov birligi qaysi sinfda kiritiladi? | | 3-sinfda | | 2-sinfda | | 1-sinfda | | 4-sinfda | | |
| №68. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Kvadrat metr o„lchov birligi qaysi sinfda kiritiladi? | | 3-sinfda | | 2-sinfda | | 1-sinfda | | 4-sinfda | | |
| №69. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | Kvadrat kilometr o„lchov birligi qaysi sinfda kiritiladi? | | 4-sinfda | | 2-sinfda | | 1-sinfda | | 3-sinfda | | |
| №70. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | Teng yonli ABC uchburchakning perimetri 28 smga teng (AC-asosi, BD-balandligi), DBC | | |

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| uchburchakning perimetri 18 smga teng. BD ni toping. |
| 4 sm |
| 3 sm |
| 6 sm |
| 12 sm |

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| №71. | Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Uzunlik miqdori qaysi tushuncha orqali o„rgatiladi? | | Kesma uzunligi tushunchasi orqali | | Chizg„och yordamida | | Nur tushunchasi orqali | | To„g„ri chiziq tushunchasi orqali | | |
| №72. | Fan bobi - 3; Fan bo‟limi - 2; Qiyinlik darajasi - 2; |
| |  | | --- | | «Kvadratning perimetri» mavzusi qaysi sinfda o„rgatiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №73. | Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | «Kvadrat» mavzusi qaysi sinfda o„rgatiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №74. | Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | «To„g„ri to„rtburchak» mavzusi qaysi sinfda o„rgatiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №75. | Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 3; |
| |  | | --- | | Qaysi uzunlik o„lchov birliklari hozirgi paytda qo„llaniladi? | | m, sm, dm, km, mm, qarich | | qarich, litr, km | | tirsak, chaqirim | | sm, dm, tirsak, km | | |
| №76. | Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 3; |
| |  | | --- | | Geometrik shakllardan qaysilari boshlang„ich sinflarda o„rgatilmaydi? | | Parallelogramm, parallelepiped | | Parallelogramm, nur, to„g„ri chiziq | | To„g„ri chiziq, fazoviy shakllar | | Nur, burchak, aylanma jismlar | | |
| №77. | Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 3; |
| |  | | --- | | Qaysi geometrik shakllarning ta‟rifi boshlang„ich sinflarda kiritilmaydi? | | Fazoviy shakllar, aylanma jismlar | | |

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| To„g„ri to„rtburchak, uchburchak |
| To„g„ri chiziq, nur, burchak |
| Ko„pburchak, kvadrat |

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| №78. | Fan bobi - 4; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Ulush bu … | | Teng qismlarga bo„lish natijasidan hosil bo„lgan butunning qismi | | Butunning qismi | | Teng qismlarga bo„lish | | Bo„lish | | |
| №79. | Fan bobi - 4; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | «Ulush» mavzusi qaysi sinfdao„rgatiladi? | | 2-sinfda | | 1-sinfda | | 3-sinfda | | 4-sinfda | | |
| №80. | Fan bobi - 4; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | O„nli kasrlar tushunchasini kim kiritgan? | | XV asrda Ali Qushchi | | XIV asrda Mirzo Ulug„bek | | VII asrda Ibn Sino | | XVIII asrda Gauss | | |
| №81. | Fan bobi - 4; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | Matematika rivojlanishiga katta xissa qo„shgan o„zbek olimlarini ko„rsating. | | K.Niyoziy, T.Sarimsoqov, S.Sirojiddinov, M.Saloxiddinov | | J.Juraeva, A.Beruniy, A.Raximkoriev | | T.Urazboyev, T.Jurayev, Yo.Turakulov, M.Saloxiddinov | | T.Usmonov, V.Qabulov, S.Sirojiddinov, B.Ikromov | | |
| №82. | Fan bobi - 4; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Qaysi ulushlar birinchi kiritiladi? | | Yarim,chorak | | Beshdan bir | | Uchdan bir | | Sakkizdan bir | | |
| №83. | Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Qo„shish amali mazmunini ochib beruvchi masala qanday nomlanadi? | | Yig„indini topishga doir masala | | Ayirmani topishga doir masala | | No‟malum qo„shiluvchini topishga doir masala | | Qo„shish amali bilan yechiladigan masala | | |
| №84. | Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Masalani yechish bosqichlarini ko„rsating. | | Masala shartining berilishi va tahlili, masala tahlili, shartining qisqa yozilishi, yechimi va javobining yozilishi, yechim to„g„riligini tekshirish. | | Masala tahlili, shartning qisqacha yozilishi, yechim va javobning yozilishi, masala yechimi | | |

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| to„g„riligini tekshirish. |
| Masala tahlili, shartininjg qisqa yozilishi, yechimining va javobining qisqa yozilishi. |
| Masala shartining qisqacha yozilishi, yechimi va javobining yozilishi. |

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| №85. | Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Sodda masalalar… | | yechish jarayonida bitta amaldan foydalanib yechiladi | | yechish jarayonida 2 yoki undan ortiq amal bilan yechiladi | | arifmetik amallar ma`nosini ochishda qo„llaniladi | | algebraik amallar, geometrik tushunchalar va ulushlarni o„rganishda qo„llaniladi | | |
| №86. | Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Murakkab masalalar… | | ikki va undan ortiq amal bilan yechiladi | | yechish jarayonida bitta amaldan foydalanib yechiladi | | arifmetik amallar ma`nosini ochishda qo„llaniladi | | algebraik amallar, geometrik tushunchalar va ulushlarni o„rganishda qo„llaniladi | | |
| №87. | Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 1; |
| |  | | --- | | Ayirish amalini mazmunini ochib beruvchi masala qanday nomlanadi? | | Qoldiqni topishga doir masala | | Ayirish amali bilan yechiladigan masala | | Ayirmani topishga doir masala | | Qoshishga teskari masala | | |
| №88. | Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Quyidagi masala qaysi turga kiradi: “Saida kutubxonadan 4 ta kitob oldi. Sevara nechta kitob olgan, agarda qizlar birgalikda 7 ta kitob olgan bo„lsa?” | | Ish harakat va miqdorlar orasidagi bog„liqlikni o„rganuvchi masalalar | | Qo„shishning aniq ma`nosini ochib beruvchi masalalar | | Ayirmaga ko„ra noma`lumni topishga oid masalalar | | Munosabatlarni o„rganuvchi masalalar | | |
| №89. | Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 2; |
| |  | | --- | | Quyidagi masala qaysi turga kiradi: “Toshbaqa 5 m/min tezlik bilan harakatlanmoqda. Qanchavaqtdankeyinu 20 mmasofanibosibo„tadi?” | | Harakatga oid masalar | | Geometrik ma‟noga ega bo„lgan masalalar | | Proporsional bo„lishga oid masalalar | | Ish harakat va miqdorlar orasidagi bog„liqlikni o„rganuvchi masalalar | | |
| №90. | Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 2; |
| |  | | --- | | Umumiy qoidalardan xususiy misollarga va konkret qoidalarga o„tish – ... deyiladi. Nuqtalar o„rniga kerakli so„zni qo„ying. | | deduksiya | | analogiya | | induksiya | | umumlashtirish | | |

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| №91. | Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 2; |
| |  | | --- | | ... -xususiydan xususiyga boradigan”, bir konkret faktdan boshqa konkret faktlarga boradigan xulosadir. Nuqtalar o„rniga kerakli so„zni qo„ying. | | Analogiya | | Deduksiya | | Umumlashtirish | | Induksiya |   №92. Fan bobi - 5; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 150 kg li sigir bir kunda 400 grammga semirsa, 30 kundan keyin sigirning og„irligi qancha bo„ladi? | | 162 kg | | 152 kg | | 138 kg | | 163 kg |   №93. Fan bobi - 5; Fan bo‟limi - 2; Qiyinlik darajasi - 3;   |  | | --- | | Go„shtni qaynatishda u o„z massasining beshdan ikki qismini yo„qatadi. 6 kg qaynatilgan go„sht olish uchun necha kg go„sht olish kerak? | | 10 kg | | 8 kg | | 10,5 kg | | 9 kg |   №94. Fan bobi - 5; Fan bo‟limi - 4; Qiyinlik darajasi - 2;   |  | | --- | | Ikkita sonning o„rta arifmetigi sonlarning kattasidan 13 ga kichik. Sonlarning ayirmasini toping. | | 26 | | 25 | | 24 | | 23 |   №95. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 48-3 ni yechish metodikasini ko„rsating. | | 48-3=(40+8)-3=40+(8-3)=45 | | 48-3=(40+8)-3=40-3+8=37+8=45 | | 48-3=(45-3)-3=45+(3-3)=45 | | 48-3=48-(2+1)=(48-2)-1=46-1=45 |   №96. Fan bobi - 5; Fan bo‟limi - 4; Qiyinlik darajasi - 1;   |  | | --- | | Biror sonni o„ylang. Unga undan keying sonni qo„shing, 9 ni qo„shing, 2 ga bo„ling, o„ylangan sonni airing. Natijani toping. | | 5 | | 3 | | 7 | | 4 |   №97. Fan bobi - 5; Fan bo‟limi - 4; Qiyinlik darajasi - 3;   |  | | --- | | Maxsulotning narxi ketma-ket ikki marta10% ko„tarilganda 451 so„m bo„ldi. Maxsulotning birinchi marta oshirilgandagi narxini toping? | | 410 | | 450 | | 420 | | 440 |   №98. Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | 1- sinfda 10 ichida qo„shish o„rganishda qaysi xossa bilan tanishadilar? | | o„rin almashtirish | | |

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| |  | | --- | | distributivlik | | tranzitiv | | tranzitiv va distributivlik |   №99. Fan bobi - 5; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | Noto„g„rijavobni toping. | | Uchrashma harakatda tezliklar ayiriladi | | Qarama-qarshi harakatda tezliklar qo„shiladi | | Bir tomonga qarab harakatda tezliklar ayriladi | | Uchrashma harakatda tezliklar qo„shiladi |   №100. Fan bobi - 5; Fan bo‟limi - 4; Qiyinlik darajasi - 2;   |  | | --- | | Muammoli masalani toping. | | Abrorda opasinikiga nisbatan ikki barobar ko„proq olma bor edi. Ikkalasida nechta olma bor? | | Sonning 1/5 qismi 20ga teng. Sonni toping. | | Qaysi sonning 35 ga bo„linmasi 8 ga teng? | | Bitta terakdan 2 chelak olma terildi, ikkinchisidan undan 1 chelak ortiq olma terilgan. Hammasi bo„lib necha chelak olma terilgan? |   №101. Fan bobi - 5; Fan bo‟limi - 4; Qiyinlik darajasi - 2;   |  | | --- | | Yetishmayotgan va ortiqcha ma‟lumotli masalalar … masalalar deyiladi. | | muammoli | | mantiqiy | | sodda | | murakkab |   №102. Fan bobi - 2; Fan bo‟limi - 3; Qiyinlik darajasi - 1;   |  | | --- | | O„n yuzlik necha minglikni tashkil etadi? | | Bir minglikni | | Ikki minglikni | | Besh minglikni | | O„n minglikni |   №103. Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 1;   |  | | --- | | Algebra atamasi qaysi allomaning ismi bilan bog„liq? | | Al-Xorazmiy | | Ibn Sino | | Rene Dekart | | Fransua Viet |   №104. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 1;   |  | | --- | | 37+3 ni hisoblash usulini toping. | | 37 + 3 = 30 + 7 + 3 = 30 + (7 + 3) = 30 + 10 = 40 | | 37 + 3 = 30 - 7 + 3 = 30 + (7 - 3) = 30 + 10 = 40 | | 37 + 3 = 30 + 7 - 3 = 30 - (7 + 3) = 30 + 10 = 40 | | 37 + 3 = 30 - 7 - 3 = 30 - (7 - 3) = -30 - 10 = 40 |   №105. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 1;   |  | | --- | | 37- 20 ni hisoblash usulini toping. | | 37- 20 = (30 + 7) – 20 = (30 – 20) + 7 = 10 + 7 = 17 | | 37 -20 = (30 - 7) – 20 = (30 – 20) -7 = 10 + 7 = 17 | | 37 -20 = (37 - 7) – 20 = (30 – 20) + 7 = 10 + 7 = 17 | | 37 -20 = (30 + 7) - 20 = (30 – 20) - 7 = 10 + 7 = 17 |   №106. Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | Qaysi tenglik to„g„ri? | | 12sm+6dm=72sm | | 13sm+5dm=68 sm | |

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| |  | | --- | | 12sm+7dm=72sm | | 14sm+6dm=64sm |   №107. Fan bobi - 2; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | Qaysi tenglik to„g„ri? | | 1metr=100sm | | 1dm=100sm | | 10sm=100dm | | 1km=100m |   №108. Fan bobi - 1; Fan bo‟limi - 4; Qiyinlik darajasi - 3;   |  | | --- | | 4 sinfda … konsentrida arifmetik amallar o„rgatiladi. | | ko„pxonali sonlar | | o„nlik | | yuz | | manfiy sonlar |   №109. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | Qaysi tenglik to„g„ri? | | 30sm-1dm=20sm | | 40sm-2dm=10sm | | 50sm-2dm=20sm | | 60sm-3dm=10sm |   №110. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | 56+30 misolni yechish metodikasini ko„rsating. | | 56 +30 = (50 +6) + 30 = (50 +30) +6 | | 56 + 30 = (56 +20) +10 = 76 +10 | | 56 + 30 = (50 + 6) +30 = 50 + (6 +30) | | 56 + 30 = 5 o‟n + 6 bir + 3 o‟n |   №111. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 400+270 misolni yechishda qo„shishning qanday xossalaridan foydalanamiz? | | Songa yig„indini qo„shish | | O„rin almashtirish | | Taqsimot | | Guruhlash |   №112. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | 680 + 200 misolni yechishda qo„shishning qanday xossalaridan foydalanamiz? | | Yig„indiga sonni qo„shish | | O„rin almashtirish | | Taqsimot | | Guruhlash |   №113. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 20×4, 90:3 ko„rinishdagi ko„paytirish va bo„lish bilan o„quvchilar qaysi mavzularda tanishadilar? | | 100 ichida ko„paytirish va bo„lish | | 100 ichida qo„shish vaayirish | | 1000 ichida ko„paytirish va bo„lish | | ko„p xonali sonlarni ko„paytirish va bo„lish |   №114. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 3;   |  | | --- | | Qo„shish jadvali qaysi sinfda kiritiladi? | | 1-sinfda | | 2-sinfda | | 3-sinfda | |

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| |  | | --- | | 4-sinfda |   №115. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 1;   |  | | --- | | 300+...+4=384 ? | | 80 | | 8 | | 10 | | 55 |   №116. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 53+30 ni hisoblash usulini toping. | | 53+30=(50+3)+30=(50+30)+3 | | 53+30=(53+20)+10 | | 53+30=(50+3)+30=50+(3+30) | | 53+30=5o„n+3bir+3o„n |   №117. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 16 – 3 ni hisoblash usulini toping. | | 16-3=(10+6)-3=10+(6-3)=13 | | 16-3=(16+3)-3 | | 16-3=(10+6)-3=(10-3)+6=7+6=13 | | 16-3=16-(2+1)=(16-2)-1=16-3=13 |   №118. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 2;   |  | | --- | | 400+200 ni hisoblash usulini toping. | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | 400 |  | 200 | |  | 600 | | | 4 | *yuz* |  | 2 | *yuz* |  | 6 | *yuz* | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 400 | |  | 200 |  | 600 | | | 400 *bir* |  | 200 *bir* | | |  | 600 *bir* | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 400 | |  | 200 |  | 600 | | | 40 *on* |  | 20 ' *o n* | |  | | 60 ' *o n* | | | 400+200=600 |   №119. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3;   |  | | --- | | 50-36=50-(30+6)=(50-30)+6=26, 56-30=(50+6)-30=(50-30)-6=14. Qaysi qoida noto„g„ri qo„llangan? | | Sondan yig„indini va yig„indidan sonni ayirish qoidalarini aralashishi | | Qo„shish va ayiriah jadvalini bilmaslik | | Ko„rsatilgan sonlarni ajrata bilmaslik | | Qo„shish va ayirish amallarini aralashtirish |   №120. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | 9+5 ni hisoblash metodikasini ko„rsating. | | 9+5=9+(1+4)=(9+1)+4=10+4=14 | | 9+5=(5+4)+5=(5+5)+4=10+4=14 | | 9+5=(6+3)+5=6+(3+5)=6+8=14 | | 9+5=(4+5)+5=4+(5+5)=4+10=14 |   №121. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 1;   |  | | --- | | Qoldiqli bo„lish nechanchi sinfda o„rgatiladi? | | 3-sinfda | | 4- sinfda | | 2-sinfda | | 1-sinfda |   №122. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | 50-16 misolni yechishda ayirishning qanday xossalaridan foydalanamiz. | | Yig„indidan sonni ayirish | |

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| |  | | --- | | O„rin almashtirish | | Taqsimot | | Guruhlash |   №123. Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | Qo„shish va ayirishning 4+1, 7-1 ko„rinishidagi usullari qaysi sinfda o„rgatiladi? | | 1-sinfda | | 2- sinfda | | 3-sinfda | | 4-sinfda |   №124. Fan bobi - 5; Fan bo‟limi - 4; Qiyinlik darajasi - 2;   |  | | --- | | Mantiqiy masalani toping. | | Bitta terakdan 3 chelak olma terildi, ikkinchisidan undan 2chelak kam olma terilgan. Hammasi bo„lib necha chelak olma terilgan? | | Sonning 1/4 qismi 15 ga teng. Sonni toping. | | Qaysi sonning 25 ga bo„linmasi 12 ga teng? | | Gulida akasinikiga nisbatan uch barobar ko„proq tabriknoma bor edi. Ikkalasida nechta tabriknoma bor? |   №125. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | Matematika o„qitish metodikasi haqidagi tushuncha birinchi bo„lib kimning qaysi asarida bayon qilingan? | | G. Pestalosi “Sonni ko„rgazmali o„rganish” | | Al-Xorazmiy “Al jabr va al- muqobila” | | Abu Ali Ibn Sino “Tib qonunlari” | | Abu Rayhon Beruniy “Hindiston” |   №126. Fan bobi - 5; Fan bo‟limi - 4; Qiyinlik darajasi - 1;   |  | | --- | | Biror sonni o„ylang. Unga undan keying sonni qo„shing, 5 ni qo„shing, 2 ga bo„ling, o„ylangan sonni airing. Natijani toping. | | 3 | | 5 | | 7 | | 4 |   №127. Fan bobi - 2; Fan bo‟limi - 3; Qiyinlik darajasi - 2;   |  | | --- | | “Darchani to„ldiring” ko„rinishdagi vazifa nechanchi sinfda beriladi. | | 1-sinfda | | 2-sinfda | | 3-sinfda | | 4-sinfda |   №128. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 1;   |  | | --- | | Matematikani o„qitish metodikasi qancha asosiy qismlardan iborat? | | 2 | | 5 | | 9 | | 3 |   №129. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | Qaysi bo„limda, matematika fanining maqsadi, mazmuni, metodologiyasi shakli, metodlari va vositalarining metodik tizimi pedagogik, psixologik qonunlar hamda didaktik tamoyillar asosida ochib beriladi? | | Matematika o„qitishning umumiy metodikasi | | Matematika o„qitishning maxsus metodikasi | | Matematika o„qitishning konkret metodikasi | | Hamma bo„limda | |

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| №130. | Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3; |
| |  | | --- | | Bo„lishni o„rgatish metodikasi nechta bosqichdan iborat? | | 7 | | 3 | | 10 | | 1 |   №131. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 0 bilan tugovchi ikkixonali sonlarni qo„shish va ayirish amallari qaysi konsentrda ko„riladi? | | 100 lik | | 10 lik | | 1000 lik | | Ko„p xonali sonlar |   №132. Fan bobi - 5; Fan bo‟limi - 3; Qiyinlik darajasi - 2;   |  | | --- | | Tezlik o„zgarmas bo„lganda masofa bilan vaqt qanday bog„lanishda bo„ladi? | | To„g„ri proporsional | | Teskari proporsional | | O„zgarmas | | Teng kuchli |   №133. Fan bobi - 5; Fan bo‟limi - 3; Qiyinlik darajasi - 2;   |  | | --- | | Vaqt o„zgarmas bo„lganda tezlik bilan masofaorasida qanday proporsional bog„lanish bo„ladi? | | To„g„ri proporsional | | Teskari proporsional | | O„zgarmas | | Teng kuchli |   №134. Fan bobi - 5; Fan bo‟limi - 3; Qiyinlik darajasi - 2;   |  | | --- | | Masofao„zgarmas bo„lganda tezlik bilan vaqt orasida qanday proporsional bog„lanish bo„ladi? | | Teskari proporsional | | To„g„ri proporsional | | O„zgarmas | | Teng kuchli |   №135. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 1;   |  | | --- | | 1000+...+50+4=1654 da nuqtalar o„rniga qoldirilgan sonni qo„ying. | | 600 | | 800 | | 100 | | 60 |   №136. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | Bo„lishning aniq ma`nosini ochishda bo„lishning nechta turi qaraladi? | | 2 | | 4 | | 6 | | 10 |   №137. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 63+30 ni hisoblash metodikasini ko„rsating. | | 63+30=(60+3)+30=(60+30)+3 | | 63+30=(63+20)+10 | | 63+30=(60+3)+30=60+(3+30) | | 63+30=6o„nl+3birl+3o„nl |   №138. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | 18+3 ni hisoblash metodikasini ko„rsating. | | |

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| |  | | --- | | 18+3=18+(2+1)=(18+2)+1=20+1=21 | | 18+3=18+1+1+1=19+1+1= 20+1=21 | | 18+3=(10+8)+3=(10+3)+8= 13+8=21 | | 18+3=18+(1+2)=(18+1)+2=19+2=21 |   №139. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 1;   |  | | --- | | Ko„paytirishni o„rgatish metodikasi nechta bosqichdan iborat? | | 4 | | 2 | | 7 | | 3 |   №140. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 1;   |  | | --- | | Qo„shishni o„rgatish metodikasi nechta bosqichdan iborat? | | 4 | | 6 | | 3 | | 2 |   №141. Fan bobi - 5; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | Berilgan masalaga nechta teskari masala tuzish mumkin? | | Masala shartidagi berilganlar soni nechta bo„lsa shuncha | | Ikkita | | Uchta | | To„rtta |   №142. Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 3;   |  | | --- | | Masalaning savolidan shartiga qarab tahlil qilish usuli … | | Sintetik | | Analitik-sintetikli | | Analitik | | Amaliy |   №143. Fan bobi - 5; Fan bo‟limi - 1; Qiyinlik darajasi - 3;   |  | | --- | | Masalaning shartidan savoliga qarab tahlil qilish usuli … | | Analitik | | Sintetik | | Analitik- sintetikli | | Amaliy |   №144. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Boshlang„ich sinflarda matematika o„qitish metodikasi fani rivojiga hissa qo„shgan olimlar nomi qaysi javobda to„g„ri ko„rsatilgan? | | N.U.Bikbayeva, L.Sh.Levenberg, M.E.Jumayev | | M.Raximov, N.Bo„riyev, S.Inoyatov,N.To„ychiyev | | K.Qo„chqorov, L.Ergashov, F.Zaripov,D.Adizov | | M.Ergasheva, N.Zaynitdinova, M.Hakimova, T.Umarova |   №145. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 1;   |  | | --- | | 1-sinf matematika darsligi mualliflari kim? | | M.Jumayev va boshqalar | | N.U.Bikbayeva va boshqalar | | L.Sh.Levenberg va boshqalar | | N.Qo„chqorov va boshqalar |   №146. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 1;   |  | | --- | | 2-sinf matematika darsligi mualliflari kim? | | N.Abduraxmonova va boshqalar | |

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| |  | | --- | | N.U.Bikbayeva va boshqalar | | L.Sh.Levenberg va boshqalar | | N.Qo„chqorov va boshqalar |   №147. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 1;   |  | | --- | | 3-sinf matematika darsligi mualliflari kim? | | S.Burxonov va boshqalar | | N.U.Bikbayeva va boshqalar | | L.Sh.Levenberg va boshqalar | | N.Abduraxmonova va boshqalar |   №148. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 1;   |  | | --- | | 4-sinf matematika darsligi mualliflari kim? | | N.U.Bikbayeva va boshqalar | | N.Abduraxmonova va boshqalar | | L.Sh.Levenberg va boshqalar | | N.Qo„chqorov va boshqalar |   №149. Fan bobi - 5; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | Qanday masalani yechilishi uchun 2 ta va undan ortiq amallarni bajarishni talab qiladi? | | Murakkab masalalar | | Sodda masalalar | | Murakkab ikki amalli masalaga aylantirish | | Sodda masalaning savolini o„zgartirish |   №150. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | Boshlang„ich sinfdao„qitiladigan matematika kursining strukturasini ko„rsating. | | Arifmetika, algebra va geometriya elementlari, miqdorlar, ulushlar | | Matematika va arifmetika | | Matematika va arifmetika, algebra | | Arifmetik to„rt amal, tenglama va tengsizlik |   №151. Fan bobi - 2; Fan bo‟limi - 1; Qiyinlik darajasi - 2;   |  | | --- | | O„zgaruvchi tushunchasini shakillantirish metodikasida quyidagi bosqich ko„rsatilgan: | | Harfni o„zgaruvchini ko„rsatuvchi belgi sifatida qo„llash bosqichi | | Harfsiz bosqich | | Harfli belgini bilimlarni shakllantirish vositasi sifatida kiritish bosqichi | | Belgilar haqidagi bilimlarni shakllantirish |   №152. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 3;   |  | | --- | | (10+4)∙3=10∙3+4=34 amalni bajarishda ko„rsatilgan sabablarning qaysisi xatolikning natijasi hisoblanadi? | | Sonni yig„indiga qo„shish va yig„indini songa ko„paytirish qoidalarini almashinishi | | Ikki xonali sonlarni tuzilish o„rnini bilmasligi | | Xona birliklarini ko„paytirishni bilmasligi | | Matematik xato |   №153. Fan bobi - 2; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | 4-sinfdatenglamalarniyechish: | | Arifmetik amallarni yechishni konponent va natijalari o„rtasidagi bog„liqlik asosida | | Saralashmetodiasosida | | Tenglik xossalarini qo„llash asosida | | Predmetlararo asosda |   №154. Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 1;   |  | | --- | | Geometrik materiallarni o„rganish metotlari ichida boshlang„ich sinf uchun xarakterli bo„lmagan metodni ko„rsating. | | laboratoriya | |

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| |  | | --- | | ko„rgazmali | | amaliy | | og„zaki |   №155. Fan bobi - 3; Fan bo‟limi - 1; Qiyinlik darajasi - 1;   |  | | --- | | Geometrik materiallarni o„rganishda boshlang„ich ta‟lim DTSda nima ko„rsatilmagan? | | Tatqiqot qilishni rivojlantirish | | Geometrik tushunchalarni shakllantirish | | Geometrik shakllarni tasavvur qilish majmui | | Asosiy materialni o„rganishda geometrik materiallarni yordamchi sifatida qo„llash |   №156. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 1;   |  | | --- | | 10 lik konsentirida arifmetik amallarni o„rgatishni 1-bosqichini ko„rsating? | | nomerlashni bilish asosida tayyorlov bosqichi | | o„rin almashish asosida tayyorlov bosqichi | | aniq mazmunni ochib berish | | noma‟lumni toppish asosida |   №157. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 1;   |  | | --- | | Xisoblashni qaysi usuli sonlarni nomerlash asosida 100 ichida ko„paytirish va bo„lish jadvalini o„rganishda qo„llaniladi? | | og„zaki | | yozma | | ko„rgazmali | | audio |   №158. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 2;   |  | | --- | | 1000lik konsentirida nechta qo„shish va ayirish bosqichlari bor? | | 4 | | 5 | | 3 | | 6 |   №159. Fan bobi - 1; Fan bo‟limi - 4; Qiyinlik darajasi - 2;   |  | | --- | | Ko„p xonali sonlar konsentirida nimaga asosiy urg„u beriladi? | | Yozma hisoblashga | | Og„zaki qo„shishga | | Yozma bo„lishga | | Yozma ko„paytirishga |   №160. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | Qoldiqli bo„lishni mohiyati nimada? | | Javobda ikkita son va bo„luvchidan kichik qoldiq bo„ladi | | Har doim qoldiq bo„luvchidan katta bo„ladi | | Xossasi yo„q | | Javobda uchta son bo„ladi |   №161. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | Qoldiqli bo„lish … imkoniyatini beradi. | | kichik sonni katta songa bo„lishni yozish | | katta sonni kichik songa qoldiqsiz bo„lish | | bir xil sonlarni bo„lish | | sonlarni ko„paytirish |   №162. Fan bobi - 4; Fan bo‟limi - 1; Qiyinlik darajasi - 3;   |  | | --- | | O„lik kasrni kim o„ylab topgan? | | Al- Koshi | | Beruniy | |

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| |  | | --- | | Xorazmiy | | Al-Masud |   №163. Fan bobi - 1; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | Bo„lish amali bu - | | To„plamni teng quvvatli o„zaro kesishmaydigan qism to„plamlarga ajratish | | Sonlarni boshqa son hosil qilish uchun bo„laklash | | To„plamni teng bo„laklarga ajratish | | To„plamni bo„laklash |   №164. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 1;   |  | | --- | | Matematikaning boshlang„ich kursi mazmuni nechta bo„limdan iborat? | | 7 | | 5 | | 9 | | 3 |   №165. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 1;   |  | | --- | | Matematikani o„qitishni asosiy maqsadlarini ko„rsating. | | umumta‟lim, tarbiyaviy, rivojlantiruvchi | | umumta‟lim, ilmiy, amaliy | | tarbiyaviy, ilmiy, amaliy | | metodologik, ilmiy, amaliy |   №166. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 2;   |  | | --- | | DTSda haftada va yilda matematikadan necha soat o„tilishi ko„rsatilgan? | | haftada – 5 soat, yilda - 170 soat | | haftada – 3soat, yilda – 102soat | | haftada – 4soat, yilda – 136soat | | haftada –2soat, yilda –68soat |   №167. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Ta‟lim to„g„irisidagi qonunning qaysi moddasida DTS haqida axborot berilgan? | | 7-moddasida | | 12-moddasida | | 9-moddasida | | 34-moddasida |   №168. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 2;   |  | | --- | | DTS qanday statusga ega? | | Ta‟limni mazmuni va talablariga qo„yilgan sifatini belgilovchi sifat | | Ta‟limni mazmunini ko„rsatuvchi hujjat | | Bilim,ko„nikma va malakalarni ko„rsatuvchi hujjat | | Ta‟lim bosqichlarini ko„rsatuvchi hujjat |   №169. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 2;   |  | | --- | | Matematika darsligi bu-…. | | Dastur va didaktik talablardan kelib chiqib o„quv maqsadiga mos ravishda matematikani bilish asoslarini ko„rsatib beruvchi kitobdir | | Chuqur matematik bilimlarni beruvchi kitob | | Boshlang„ich matematik tuyshunchalarni beruvchi kitob | | Bu ilmiy ommabop kitob |   №170. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 2;   |  | | --- | | Darsni tahlil qilish nimalardan iborat? | | Darsni maqsadi, darsni mazmuni, ilmiyligi, darsda metodlarni qo„llash, darsda o„qituvchi va o„quvchilar faoliyati sifati, o„quvchilarda bilim, ko„nikma va malakalarni shakllantirish | | Darsni maqsadi, darsni mazmuni, ilmiyligi, darsda metodlarni qo„llash | |

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| |  | | --- | | Darsni mazmuni, ilmiyligi, darsda metodlarni qo„llash, o„qituvchi va o„quvchilar faoliyati sifati, o„quvchilarda bilim, ko„nikma va malakalarni shakllantirish | | O„qituvchi va o„quvchilar faoliyati sifati, o„quvchilarda bilim, ko„nikma va malakalarni shakllantirish |   №171. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 2;   |  | | --- | | Matematika darsi quyidagi bosqichlardan tuzilgan? | | Darsni tashkil qilish,o„tilganlarni takrorlash, yangi bilimlarni o„rganish, ko„nikma va malakalarni shakillantirish, uyga vazifa berish darsni yakunlash | | O„tilganlarni takrorlash, yangi bilimlarni o„rganish, ko„nikma va malakalarni shakillantirish, mavzuga taaluqli adabiyotlar bilan tanishtirish | | Yangi bilimlarni o„rganish, ko„nikma va malakalarni shakillantirish, mavzuga taaluqli adabiyotlar bilan tanishtirish | | O„tilganlarni takrorlash, ko„nikma va malakalarni shakillantirish, ko„rgazma qurollar tayyorlash |   №172. Fan bobi - 5; Fan bo‟limi - 2; Qiyinlik darajasi - 2;   |  | | --- | | Tafakkurning qaysi turi butunni qismlarga ajratishda qo„llaniladi? | | Analiz | | Sintez | | Umumlashtirish | | Deduksiya |   №173. Fan bobi - 5; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | 15 ga karrali uch xonali sonlar nechta? | | 60 | | 63 | | 64 | | 61 |   №174. Fan bobi - 5; Fan bo‟limi - 4; Qiyinlik darajasi - 3;   |  | | --- | | 6 soni bilan tugaydigan shunday sonni topingki, unda oxirgi 6 sonini boshiga ko„chirilganda undan 4 marta katta son chiqsin. | | 153846 | | 354846 | | 831826 | | 565384 |   №175. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | O„quvchi tomonidan asosiy qaysi faoliyat olib boriladi? | | Qabul qilish,fikrlash, amaliyotda qo„llash | | Uyga vazifani muntazam ravishda bajarish, tinglash | | Yaxshi xulq, tinglash,aniq tartib intizom | | Amaliyot |   №176. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 1;   |  | | --- | | Sonlarni nomerlash – bu… | | sonlarni o„qish va yozish, asosida arifmetik amallarni bajarish | | arifmetik amallarni bajarilishi, sonlarni o„qish va yozish | | sonlarni yozilishi | | raqamlarni nomini o„qish |   №177. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 2;   |  | | --- | | Qaysi darslarda o„zlashtirilgan bilimlarni nazorat qilishda og„zaki va yozma tekshiruvga asosiy o „rin ajratiladi? | | Nazorat | | Mustahkamlash | | Aralash | |

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| |  | | --- | | Yangi bilim beruvchi |   №178. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 2;   |  | | --- | | Qaysi dars turida barcha asosiy bosqichlar uchun bir xil vaqt sarflanadi? | | Aralash | | Nazorat | | Yangi bilim beruvchi dars | | Bilim, ko‟nikma va malakalarni mustahkamlash |   №179. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 1;   |  | | --- | | Quyida qaysi dars tuzilishi bayon etilgan: 1) o„tilgan mavzuni takrorlash; 2) yangi mavzu bayoni; 3) yangi mavzuni mustahkamlash; 4) uyga vazifa. | | Yangi bilim beruvchi dars | | Aralash | | Bilim, ko‟nikma va malakalarni mustahkamlash | | Muammoli |   №180. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 1;   |  | | --- | | Quyida qaysi dars tuzilishi bayon etilgan: 1) o„quvchilarning topshiriqlarni bajarishda kerakli bo„lgan bilim, ko‟nikma va malakalarni shakillanishi; 2) har xil mashiqlarni mustaqil bararishi; 3) tekshirish va yakunlash; 4) uyga vazifa. | | Bilim, ko‟nikma va malakalarni mustahkamlash | | Aralash | | Yangi bilim beruvchi dars | | Muammoli |   №181. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Darsdan tashqari tashkil etiladigan o„quvchining yakka tartibdagi mustaqil ishi qanday nomlanadi? | | uy vazifasi | | matematikadan olimpiada | | matematikadantanlov | | matematika to„garagi |   №182. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Qachondan boshlab to„garak mashg„ulotlarini tashkil etish maqsadga muvofiq? | | 1-sinfning 2-yarim yilidan | | 1-sinfning 1-yarim yilidan | | 2-sinfning 2-yarim yilida | | 2-sinfning 1-yarim yilida |   №183. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | 2-3-sinflarda to„garak mashg„ulotlari qancha vaqt davom etadi? | | 30-45 minut | | 15-20 minut | | 25-30 minut | | 30-35 minut |   №184. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | To„garak mashg„ulotlarini oyda necha marta tashkil etish maqsadga muvofiq? | | oyiga 2-3 marta | | haftada 2 marta | | haftada 1marta | | haftada 2-3marta |   №185. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | 2-sinfda “Qiziqarli matematika” mashg„uloti qancha davom etadi? | | 25-35 minut | | 20-25 minut | |

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| |  | | --- | | 25-30minut | | 35-40 minut |   №186. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | 1-sinfda “Qiziqarli matematika” mashg„uloti qancha davom etadi? | | 20-25 minut | | 25-30minut | | 30-35 minut | | 35-40 minut |   №187. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Sinfdan tashqari ishlarning qaysi turiga “hayotiy raqamlar” tushunchasi ta‟lluqli? | | ekskursiya | | to„garak | | qiziqarli matematika | | olimpiada |   №188. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Qaysi vosita vositalar tizimida asosiy hisoblanib, qolgan o„quv vositalari uni atrofida guruhlanadi? | | darslik | | ko„rgazmali qurollar | | ekran vositalari | | doska |   №189. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Videokasetalar, videodisklar… | | vizual texnik vositalar | | ovozli vositalar | | dinamik vositalar | | animatsiyali vositalar |   №190. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Ingiliz tilidan tarjima qilganda«interact» so„zi qanday ma‟noni anglatadi? | | «inter»- «o„zaro», «act»-harakat qilmoq | | «inter»- «birga», «act»- harakat qilmoq | | «inter»- «do„stona », «act»- harakat qilmoq | | «inter»- «birga», «act»- harakat qilmoq |   №191. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Quyidagi belgilardan qaysi interfaol metotda foydalaniladi: «V», «-», «+», «?» ? | | insert | | aqliy hujum | | «kubik» | | zigzag |   №192. Fan bobi - 5; Fan bo‟limi - 5; Qiyinlik darajasi - 3;   |  | | --- | | Interfaol metotlarni qo„llaganda axborotning necha foizi o„zlashtiriladi? | | 70-95% | | 30-50% | | 20-30% | | 10-20% |   №193. Fan bobi - 1; Fan bo‟limi - 1; Qiyinlik darajasi - 1;   |  | | --- | | 100 ichida sonlarni raqamlash qaysi sinfda o„rganiladi? | | 1-sinfda | | 3-sinfda | | 2-sinfda | |

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| |  | | --- | | 4-sinfda |   №194. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | Agar bo„linuvchi 3 marta kamaytirilib bo„luvchi 3 marta orttirilsa bo„linma qanday o„zgaradi? | | 9 marta kamayadi | | 9 martaortadi | | o„zgarmaydi | | 9 ta kamayadi |   №195. Fan bobi - 1; Fan bo‟limi - 4; Qiyinlik darajasi - 2;   |  | | --- | | O„quvchilar “sinf” tushunchasi bilan qaysi sinfda tanishadilar? | | 4-sinfda | | 3-sinfda | | 2-sinfda | | 1-sinfda |   №196. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | Agar bo„linuvchi 3 marta orttirilib bo„luvchi 3 marta kamaytirilsa bo„linma qanday o„zgaradi? | | 9 marta ortadi | | 9 marta kamayadi | | 9 taortadi | | 9 ta kamayadi |   №197. Fan bobi - 1; Fan bo‟limi - 4; Qiyinlik darajasi - 2;   |  | | --- | | O„quvchilar “xona” tushunchasi bilan qaysi sinfda tanishadilar? | | 2-sinfda | | 3-sinfda | | 4-sinfda | | 1-sinfda |   №198. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | Agar bo„linuvchi 4 marta kamaytirilib bo„luvchi 4 martaorttirilsa bo„linma qanday o„zgaradi? | | 16 marta kamayadi | | 16 marta ortadi | | o„zgarmaydi | | 16 ta kamayadi |   №199. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | Agar bo„linuvchi 4 marta orttirilib bo„luvchi 4 marta kamaytirilsa bo„linma qanday o„zgaradi? | | 16 marta ortadi | | 16 marta kamayadi | | o„zgarmaydi | | 16 ta kamayadi |   №200. Fan bobi - 1; Fan bo‟limi - 3; Qiyinlik darajasi - 3;   |  | | --- | | Agar bo„linuvchi va bo„luvchi 4 marta orttirilsa, bo„linma qanday o„zgaradi? | | o„zgarmaydi | | 16 marta ortadi | | 16 marta kamayadi | | 16 ta kamayadi | |