

# Matematika

I qism

1

$$\text{apple} + \text{apple} = ?$$



@ELEKTRON\_DARSLIKBOT dan yuklab olindi.

I.V. Repyova

# Matematika

## 1-sinf

### I qism

Umumiy o'rta ta'lim maktablari uchun darslik

Ta'limni rivojlantirish Markazi huzuridagi Aniq fanlar bo'yicha ilmiy-metodik  
kengash tomonidan tavsiya etilgan.



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**I.V. Repyova**

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### **Shartli belgilar**



– yozma bajarish  
uchun topshiriq



– qalam bilan ishlash  
uchun topshiriq



– og'zaki bajarish  
uchun topshiriq



– juft bo'lib ishlash



– o'ylang

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## Keling, tanishaylik!



Mening ismim Akmal.  
Men do'stlashishni yoqtiraman.



Men Azizaman.  
Men matematikaga qiziqaman.



Mening ismim Umida.  
Men kompyuterga qiziqaman.



Mening ismim Sardor.  
Men sportchiman.



Men Jasurman.  
Men o'lkamiz tarixiga qiziqaman.



Mening ismim Madina.  
Men tabiatni sevaman.

Siz birinchi sinfda o'qiyapsiz! Siz bilan atrofimizdagi olamni o'rganamiz. Biz matematika – sonlarning ajoyib olami bilan tanishamiz. Biz nafaqat sanashni, balki o'ylashni, o'z bilimlarimizni hayotda qo'llashni ham o'rganamiz. Hayotda matematikaga qayerlarda duch kelishimizni aytib bera olasizmi?

## 1. Narsalarning xossalari



shakli



rangi



o'lchami



1. Rasmda qanday shakllarni ko'ryapsiz? Ranglari qanaqa? Ularning o'lchamlarini taqqoslang.



2. Siz quyidagi shakllardan qaysilarini bilasiz? Berilgan shakllardan tashqari yana qanday shakllarni bilasiz?



Shakli, o'lchami va rangi bo'yicha sizga tanish bo'lgan narsalarni taqqoslashni o'rganamiz.

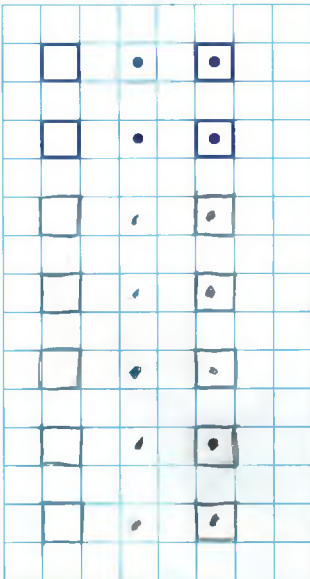




3. Har bir tokchada joylashgan narsalar uchun umumiy shakl chizing.



4. Ustunlarni davom ettiring.



Bu – daftar katagi.  
U sizga matematika  
daftariga to'g'ri va chiroyli  
yozishni o'rgatadi.



5. Rasm hamda unga o'xshash  
shaklni chiziq yordamida  
bir-biriga bog'lang.





## 2. O'xshashlik va farq

baland — past  
keng — tor  
uzun — qisqa  
katta — kichik



Televizion  
minora.  
Toshkent



Islomxo'ja  
minorasi.  
Xiva



Minorai  
Kalon.  
Buxoro



Kalta  
Minor.  
Xiva



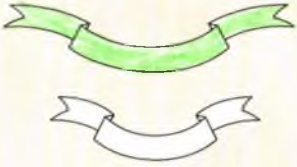
Jarqo'rg'on  
minorasi.  
Termiz

1. "Balandroq", "pastroq", "kengroq", "torroq" so'zlaridan foydalanib, minoralarni taqqoslang. Rasmda qaysi minora boshqalaridan farq qiladi? Uni belgilang.

2. "Uzunroq", "qisqaroq", "kengroq", "torroq" so'zlaridan foydalanib, yo'llarni taqqoslang. Rasmda yana nimani taqqoslash mumkin?



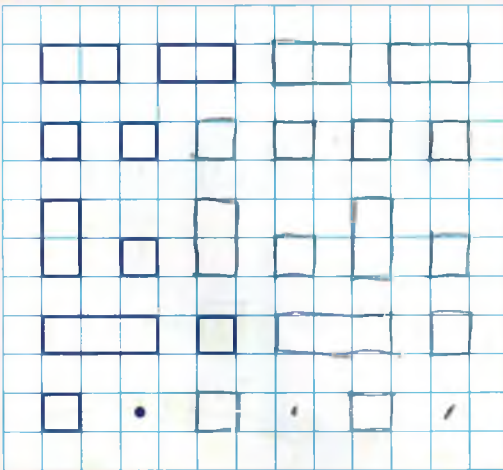
3. Uzun tasmani bo'yang. Keng halqa chetiga bezak chizing. Baland daraxt tagiga maysa chizing.



4. Bo'sh kataklarga gullarni shunday chizingki, natijada ular kichrayib borsin.



5. Qatorlarni davom ettiring.



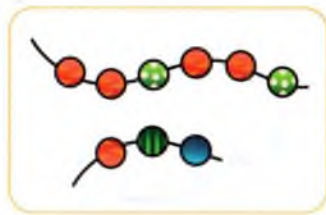
6. "Ur, to'qmoq!" ertagini bilasizmi? So'roq belgisi o'rnida nimaning rasmi bo'lishi mumkin?





### 3. Narsalarning joylashishi

tepada  
pastda  
chapda  
o'ngda



1. Tayanch so'zlardan foydalanib, O'zbekistonning gerb va bayrog'ini ta'riflab bering.

2. Quyidagi rasmlar orasidagi beshta farqni toping. Ular qayerda joylashgan?

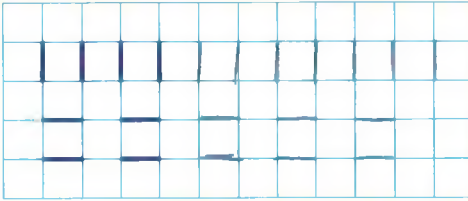


3. Rasmdagi chapdan birinchi munchoqni sariq rangga, o'ngdan birinchisini havorangga, qolganlarini yashil yoki qizil rangga bo'yang.



### 3. Narsalarning joylashishi

4. Qatorlarni davom ettiring.






Har bir katakning  
4 ta tomoni bor:  
chap, o'ng,  
tepa, past.

5. To'g'ri to'rtburchaklar rasmini shunday chizib davom ettiringki, ular mashinaga o'xshash bo'lsin hamda ikkitasi o'ng tomonga, uchta chap tomonga qarab harakatlansin.



6. Nargiza o'zini ko'zguda shunday ko'zguda shunday ko'ryapti. Uning cho'ntakchasi qaysi tomonda?



7. Berilgan , ,  shakllarni kataklarga shunday qo'yingki, kvadrat uchburchakdan o'ng tomonda va doiradan chap tomonda bo'lsin.



8. O'ng tomonida undan baland hayvon yo'q. U nima?  
Chap tomonida tuya, o'ng tomonida esa arslon.  
U nima?



#### 4. Narsalar sanog'i

Bir, ikki, uch, to'rt,  
besh, olti, yetti, sakkiz,  
to'qqiz



1. Do'konda qanday va qancha sabzavot ko'ryapsiz?  
Sabzavotlar soni qancha bo'lsa, kataklarga shuncha  
tayoqcha chizing.



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2. Rasmlar asosida hikoya  
tuzish uchun narsalarni  
qanday tartibda joylashtirish  
kerak? Birinchi keladigan  
rasmni aylanaga oling.



3. Qo'g'irchoqlarni  
kattalashib va  
kichiklashib borish  
tartibida joylashtiring.  
Chiziqlar yordamida  
ko'rsating.





4. Chizing: qizcha poyezdning chap tomonidan uchinchi vagonda, bola esa o'ng tomonidan uchinchi vagonda ketyapti. Ular orasida nechta vagon bor?



Agar qizcha chap tomondan beshinchi vagonda, bola esa o'ng tomondan beshinchi vagonda ketayotgan bo'lsa-chi?



5. Koptok va piramidachalarni sanang. Har birining tartib raqamini ayting: birinchi piramida, birinchi koptok, ikkinchi koptok, ikkinchi piramida... Sanayotganda nechta marta adashdingiz?



6. Daraxtning yoshi uning halqalari sonidan aniqlanadi. Bu daraxt necha yillik?



7. Rasmdagi oyoqlarni sanang. Bo'sh ramkaga nimani chizish mumkin? Biror rasm chizing.





## 5. Yassi va hajmli shakllar



– yassi shakllar



– hajmli shakllar



Shakllar qanday  
tartibda joylashtirilgan?



1. “Tepada”, “pastda”, “o’ngda”, “chapda”, “oldinda”, “orqada” so’zlaridan foydalangan holda ushbu yodgorliklar haqida gapirib bering. Bu yodgorliklarda qanday hajmli shakllarni ko’rish mumkin? Quyida berilgan jadvalda ularni belgilang.



Mustaqillik va ezigulik  
monumenti



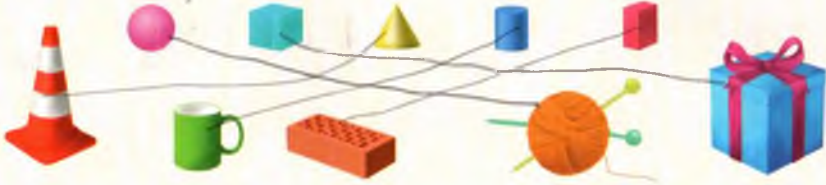
“Jasorat” monumenti

| YASSI                   |  |  | HAJMLI  |  |  |
|-------------------------|--|--|---|--|--|
| doira                   |  |  | shar  |  |  |
| oval                    |  |  | silindr   |  |  |
| romb                    |  |  | piramida  |  |  |
| kvadrat                 |  |  | kub   |  |  |
| uchburchak              |  |  | konus   |  |  |
| to'g'ri<br>to'rtburchak |  |  | kuboid<br>(to'g'ri burchakli<br>parallelepiped) |  |  |

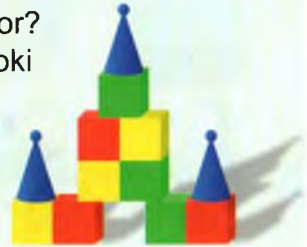




2. Narsalar va ularga mos shakllarni chiziqlar yordamida bog'lang.



3. Ushbu minorani yasash uchun qanday shakllar kerak bo'lgan? Minorada nechta kub bor? Qanday kub ko'proq: qizilmi, sariqmi yoki yashilmi? Eng balandda qanday shakl turibdi? Eng pastki qatorda nechta kub bor?



4. a) Chap tomondagi piramida halqalari rangini kattasidan kichigiga qarab ketma-ketlikda aytib bering.  
b) O'ng tomondagi piramidaning halqalarini shunday bo'yangki, u chap tomondagi piramida halqalari bilan bir xil bo'lsin.



5. Ushbu shaklni yasash uchun nechta kub kerak bo'ladi? Shuncha katakni bo'yang.



## 6. Vaqt bo'yicha ketma-ketlik

oldin  
keyin  
birinchi  
oxirgi



1. Rasmlarning mantiqiy ketma-ketligini ko'rsating.



2



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2. Rasmlarga qarab, nima oldin, nima keyin bo'lishini gapirib bering.



3



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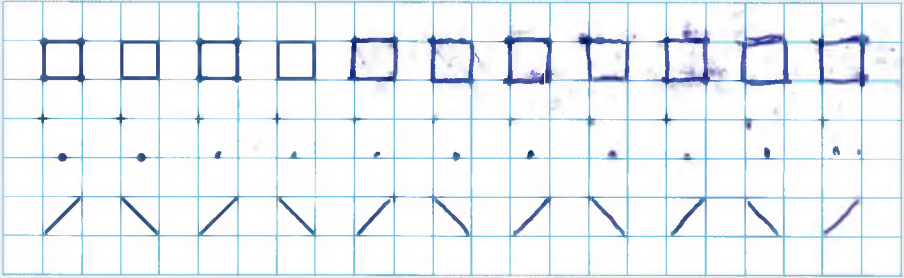
2



3. Rasmlarning to'g'ri ketma-ketligini aniqlang va kataklarni mos ranglarga bo'yang.



4. Qatorlarni davom ettiring.



5. Svetoforning keyingi chirog'i qaysi rangda yonadi? Uni bo'yang.



6. Hafta kunlarini chiziqlar yordamida to'g'ri tartibda birlashtiring.



7. To'rtta bir xil kubdan shakl hosil qilindi. Agar bu shaklga tepadan qarasangiz, nimani ko'rasiz? To'g'ri shaklni aylanaga oling.



## 7. Narsalar guruhi

guruhlar  
guruhlar teng  
guruhlar teng emas



1. Oshpaz ovqat tayyorlayapti. Bu taomlarni tayyorlash uchun kerak bo'lgan masalliqni pastdagi qatordan toping.



Somsa



Palov



Salat



Bu mahsulotlardan yana qanday taomni tayyorlash mumkin?



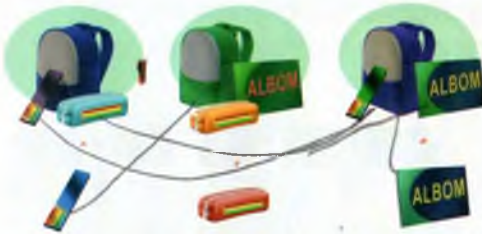
Narsalarni ularni umumlashtiruvchi belgilarga qarab guruhlarga ajratish mumkin. Bunda ularga umumiy nom beriladi.

2. Har bir qatordagi narsalarga qarab, ularga mos umumiy nom bering.

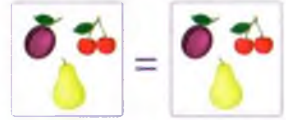




3. O'qituvchi 1-sinf o'quvchilarining sovg'alarini partalarga qo'yib chiqdi. Sovg'alar bir xil bo'lishi uchun ularning har biriga nima qo'shish kerak? Chiziqlar yordamida belgilang.



## GURUHLAR TENG



## GURUHLAR TENG EMAS



4. Guruhlar orasiga "=" yoki "≠" belgisini qo'ying.

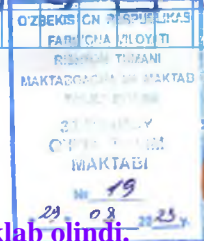
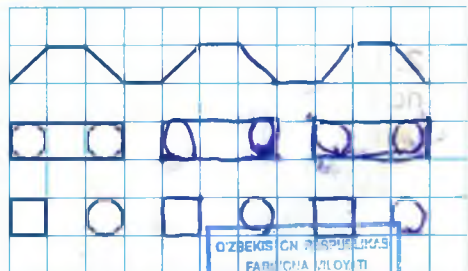


5. Harflar guruhlari orasiga "=" yoki "≠" belgisini qo'ying.

TILAK = KALIT

VAQT ≠ OVQAT

6. Qatorlarni davom ettiring.





## 8. Guruhlarni taqqoslash

shuncha  
ko'p  
kam



1. Jasur har bir o'qituvchisiga bittadan gul sovg'a qilmoqchi. Chiziqlar yordamida o'qituvchilar va gullarni bog'lang. Gullar yetarlimi? Yana nechta gul kerak? Katak ichiga yetmayotgan gullarni chizing.



2. Rasmga qarang. Uchburchak va kvadrat shakllardan uychalar yig'ing. Nimalar ko'proq: uchburchaklarmi yoki kvadratlarmi?



**qancha bo'lsa, shuncha**



**ko'p**



**kam**

*uchburchaklar*



3. Berilgan vazifa bo'yicha shakllar chizing:

a) lar lardan ko'p.



b) lar lardan kam.



4. Sharlar qaysi tomonda ko'proq: chap tomondami yoki o'ng tomondami? Kimlar kamroq: qizlarmi yoki o'g'il bolalarmi? Agar har bir bola binoning bittadan derazasidan qarasa, bino derazalari va bolalar soni teng bo'ladimi? Agar har bir qizcha sochiga 3 tadan moychechak taqsa, maktab hovlisidagi moychechaklar qizchalarga yetadimi?



5. Rasmlarga qarang va farqlarni topib, ularni qalamda aylanaga oling.



6. Mevalar soniga qarab, kataklarga aylanalar chizing:



likopchada qancha  
olma bo'lsa,  
shuncha;

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|---|---|---|---|---|--|--|--|

3 tadan ko'p,  
biroq likopchadagi  
olmadan kam.

|   |   |   |   |   |  |  |  |
|---|---|---|---|---|--|--|--|
| 0 | 0 | 0 | 0 | 0 |  |  |  |
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## 9. 1 dan 10 gacha bo'lgan sonlar

1, 2, 3, 4, 5, 6, 7, 8, 9, 10  
sonlari



1. Qaysi narsalar sizning partangizda bor?  
Maktabga nimalarni olib borish mumkin emas? Qizil  
qalamda belgilang.



1



2



7



3



7



3



7



3



2



3



2. Azizning kundalik daftarini ko'rib chiqing. Qizil darchalarga  
shu kuni uning nechta darsi bo'lsa, shuncha aylana chizing.

|          |             |  |  |  |
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| Dushanba | Alifbe      |  |  |  |
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|           | Tarbiya         |  |  |  |
|           | Ingliz tili     |  |  |  |
|           | Tasviriy san'at |  |  |  |

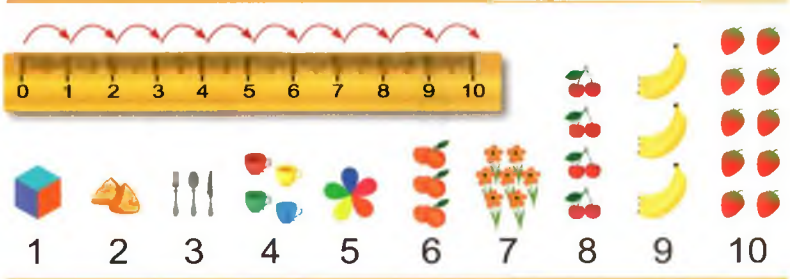
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|      | Matematika       |  |  |  |
|      | Texnologiya      |  |  |  |
|      | Yozuv            |  |  |  |
|      | Jismoniy tarbiya |  |  |  |

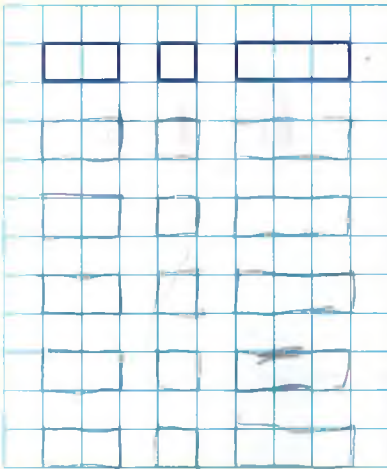
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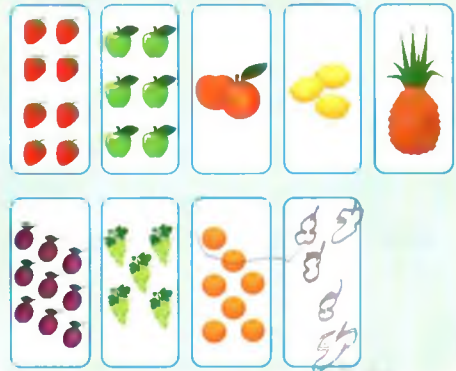
## 9. 1 dan 10 gacha bo'lgan sonlar



3. Ustunlarni davom ettiring.



4. Qaysi kartochka yo'qolganini toping. Yo'qolgan kartochkada nechta meva tasvirlanishi kerak bo'lsa, bo'sh katakka shuncha nok rasmini chizing.



5. Kubchanning ko'rinmayotgan tomonlarida nechta nuqta bo'ladi? Ularni kataklarga belgilang.





## 10. Narsalar sanog'i

oldingi  
son

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keyingi  
son



1. Qaysi o'quvchilar to'g'ri o'tiribdi? Ularni belgilang.



Har bir sondan keyin keladigan 1 ta katta son mavjud.  
Har bir sondan oldin keladigan 1 ta kichik son mavjud.  
Oldin va keyin keladigan sonlar berilgan sonning  
“qo'shnilari” deb ataladi.

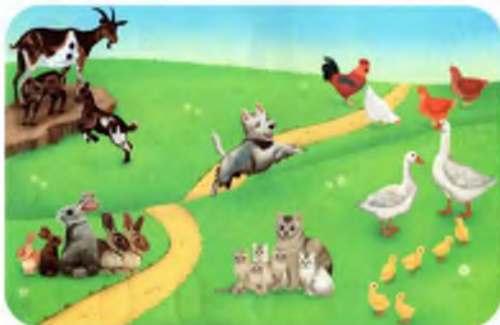


2. Qizil kataklardagi sonlarni chapdan o'ngga, oq kataklardagi sonlarni esa o'ngdan chapga qarab o'qing.  
Quyidagi sonlarni 1 sonidan boshlab, orada bittadan tashlab qizil qalamda tagidan tutashtiring.





3. Fermada hayvonlarning har bir turidan nechtdan borligini sanang. Ularning sonini kataklarga tayoqchalar yordamida belgilang.



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4. Qaysi jamoa o'yinchilari hujumda?  
Bo'sh kvadratni o'sha jamoaning kiyimi rangiga bo'yang.  
Darvoza yonida qaysi jamoa o'yinchilari ko'proq? Ularni taqqoslang.



5. Kim qaysi o'rinni egalladi?



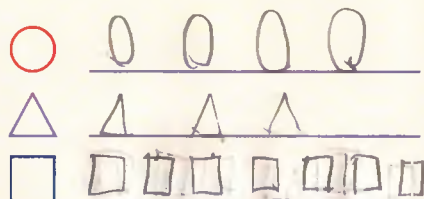
Akmal Umida Jasur Madina Aziza

## 11. Qo'shish

qo'shish amali  
yig'indi  
qo'shish belgisi (plus)



1. Qiz bolalar soni qancha bo'lsa, shuncha aylana chizing.  
O'g'il bolalar qancha bo'lsa, shuncha uchburchak chizing.  
Jami o'quvchilar qancha bo'lsa, shuncha kvadrat chizing.



Hayotda:

O'g'il bolalar va Qizlar – Bolalar.

Matematikada bu qo'shish amali bilan ifodalanadi:

$$O' + Q = B$$



2. Namunaga qarab  
chizishda davom eting.



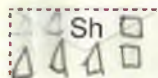
3. Yig'indini toping.



+



=





4. Rasmga qarab gap tuzing va yig'indini toping.



5. Xatoni toping va tuzating.





6. Guruhlar tengligini tekshiring.



## 12. Ayirish

ayirish  
ayirma  
ayirish belgisi (minus)



1. Sinfda  o'quvchi bor edi.  
Sinfdan  o'quvchi chiqib ketdi.  
Sinfda necha nafar o'quvchi qoldi?



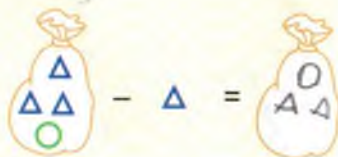
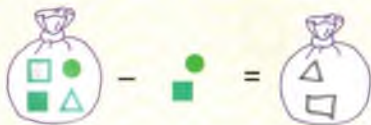
Hayotda:

Bolalar orasidan qizlar chiqib ketdi. O'g'il bolalar qoldi.  
Matematikada bu ayirish amali bilan ifodalanadi:

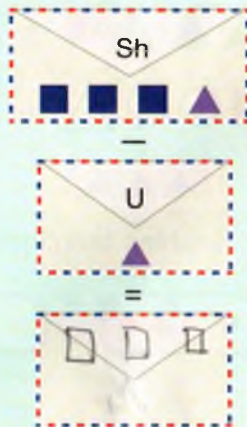
$$B - Q = O'$$



2. Namunaga qarab chizishda davom eting.



3. Ayirmani toping.







4. Rasmlar asosida masala tuzing va ayirmani toping.



5. Yig'indida shunday qo'shimcha shakl chizing yoki ortiqcha shaklni olib tashlangki, natijada yozuvlar to'g'ri bo'lsin.



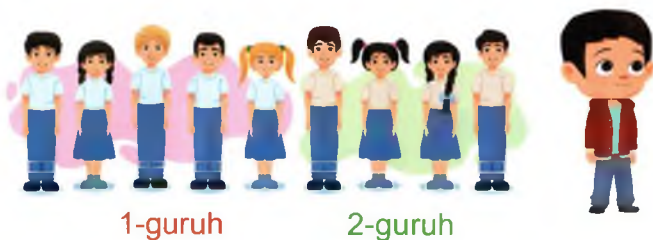
6. Namunaga qarab chizishda davom eting.

Namuna:





### 13. Sonlarni taqqoslash



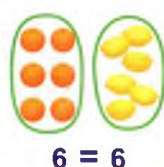
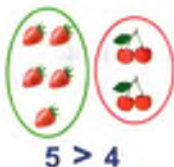
ko'p >  
kam <  
teng =

1. Bolalarni juftliklarga ajrating. Necha nafar bola juftsiz qoldi?

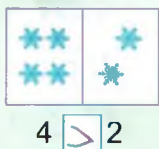
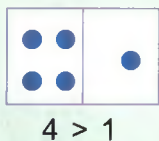
Chapdan besh nafar bola 1-guruhga, qolgan bolalar esa 2-guruhga o'tdilar. Qaysi guruhdagi bolalar ko'proq?



Taqqoslashni o'rganamiz:



2. Taqqoslang.



### 13. Sonlarni taqqoslash

3. Likopchada nechta olma bo'lsa, savatchada ham shuncha olma chizing. Yashikda esa savatchadagidan kam olma bo'lsin, lekin 1 ta emas.

shuncha

kam, lekin 1 ta emas.

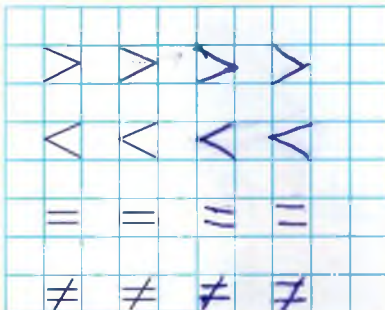


4. Guruhlarga ajrating va taqqoslang.



| Shakli  | Rangi   | O'lchami  |
|---|---|---|
|    |    |    |

5. Qatorlarni davom ettiring.



6. Amir 7 ta, Lola esa 4 ta olma terdi. Bolalar tergan olmalarni ko'rsatilgan joyga chizing. Kim ko'p va nechta ko'p olma terdi?

Amir



Lola



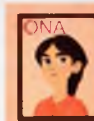
$$3 + 4 = 7$$

## 14. 1 soni va raqami

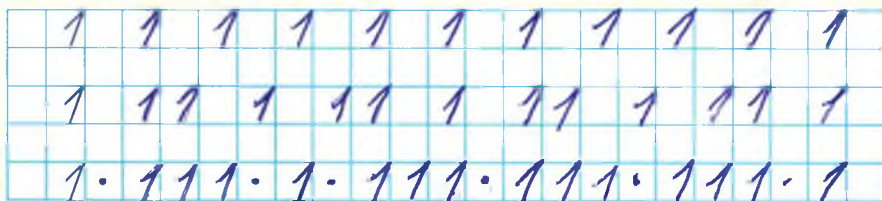
Bir soni  
1 raqami bilan yoziladi.



1. Tasvirlangan narsalarning qaysilari dunyoda yagona?



2. Nuqtalarni tutashtirib, 1 raqamini yozing.



3. Rasmda nima ko'p,  
nima bitta?



4. Qaysi shakl boshqa shakllardan farq qilyapti? Kvadratlarni bo'yang.



5. Jufti bo'lmaydigan kiyimlarni belgilang.



6. Bobur bir shaklni o'yladi va uni topish uchun sinfdoshlariga shaklning uchta sifatini aytdi:
- 1) u kvadrat emas;
  - 2) u havorang emas;
  - 3) u aylana yoki uchburchak shaklida.



Siz bu shaklni topa olasizmi?

7. Uycha nechta 1 raqamidan yasalgan?



8. Uch yil avval Aziz Loladan 1 yosh katta edi. Hozir Aziz Loladan nechta yosh katta?





## 15. 2 soni va raqami

Ikki soni  
2 raqami bilan yoziladi.



1. Har bir rasmda nechtdan narsa bor? Juftsiz sotiladigan narsalarning tagiga 1 raqamini yozing.


☐

☒

☐

☒

☐

☒

☐


2. Nuqtalarni tutashtirib, 2 raqamini yozing.



|    |    |    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|----|----|
| 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  |
| 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |



3. Taqqoslang.



$$1 < 2$$

$$2 > 1$$

$$1 = 1$$

$$2 = 2$$



4. Stolda 2 ta olma bor.  
Ulardan bittasini teng  
ikkiga bo'lishdi. Stolda  
nechta olma bor?





Qo'shish

$$\text{red dot} + \text{blue dot} = \text{red dot} \text{ and } \text{blue dot}$$

$$1 + 1 = 2$$

Ayirish

$$\text{red triangle} + \text{blue triangle} - \text{red triangle} = \text{blue triangle}$$

$$2 - 1 = 1$$

2 sonining tarkibi



5. Rasmga qarab misol tuzing va javobini toping.

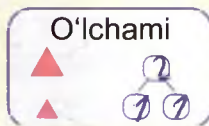


|   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|--|--|--|--|--|--|
| 1 | + | 1 | = | 2 | 1 | + | 1 | = | 2 |  |  |  |  |  |  |
|   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |

6. Bo'sh kataklarga kerakli sonlar va belgilarni yozing.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | + | 1 | = | 2 | 1 | + | 1 | = | 2 | 2 | - | 1 | = | 1 |
| 1 | + | 1 | = | 2 | 1 | + | 1 | = | 2 | 2 | - | 1 | = | 1 |

7. Ko'rsatilgan belgi bo'yicha shakllarni guruhlarga ajrating. Tarkibini yozing.



8. Azizning faqat bitta akasi bor. Akasi nechta bo'lsa, singlisi ham shuncha. Oilada o'g'il bolalar ko'pmi yoki qiz bolalar ko'pmi? Ular nechtaga ko'p?

O' ☐ Q

## 16. 3 soni va raqami

Uch soni  
3 raqami bilan yoziladi.



1. Har bir rasmda nechtdan qahramon tasvirlangan?  
Qaysi rasmda ko'proq?



2. Nuqtalarni tutashtirib, 3 raqamini yozing.



|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |

3. 3 soni qanday  
sonlardan hosil bo'ladi?

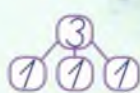
a)



b)



d)



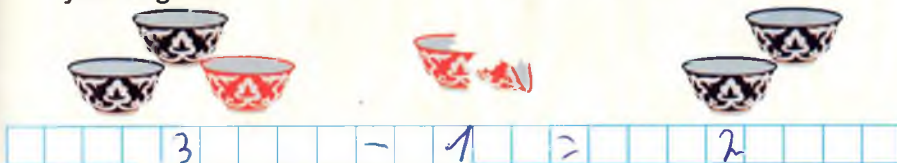
4. 3-topshiriqning  
rasmlaridan foydalanib,  
ifodaning qiymatini toping.

|             |  |  |  |  |  |
|-------------|--|--|--|--|--|
| $1 + 2 = 3$ |  |  |  |  |  |
| $3 - 2 = 1$ |  |  |  |  |  |
| $3 - 1 = 2$ |  |  |  |  |  |

5. Bo'sh kataklarga kerakli sonlar va belgilarni yozing. Taqqoslang.



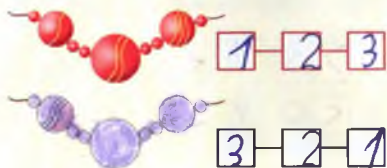
6. Rasmga qarab "Bor edi", "Sindi", "Qoldi" so'zlaridan foydalanib, kichik matn tuzing. So'ng misol yozing va uni yeching.



7. Rasmga qarab "Bor edi", "Uchib keldi", "Bo'ldi" so'zlaridan foydalanib, kichik matn tuzing. So'ng misol yozing va uni yeching.



8. Munchoqlarni chizishda davom eting va kataklarni kerakli raqamlar bilan to'ldiring.



9. Qoidaga ko'ra ko'ptoklarni tasvirlang: birinchi ko'ptok qizil emas, ikkinchisi qizil ham, sariq ham emas.





## 17. 4 soni va raqami

To'rt soni  
4 raqami bilan yoziladi.



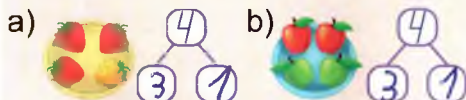
1. Bolalarni juftliklarga ajrating. Nechta juftlik hosil bo'ldi?



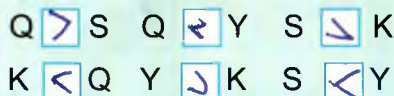
2. Nuqtalarni tutashtirib, 4 raqamini yozing.



3. Mevalarni guruhlarga  
ajrating. 4 soni qanday  
sonlardan hosil bo'ladi?



4. Qizil, yashil, sariq va  
ko'k aylanachalar sonini  
taqqoslang. Katakarga  
mos belgini qo'ying.

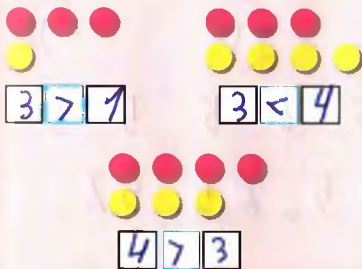


5. Narsalarni guruhlarga ajrating va bo'sh kataklarni to'ldiring.



| Shakli      | Rangi       | O'lchami    |
|-------------|-------------|-------------|
| $3 + 1 = 4$ | $2 + 1 = 3$ | $1 + 3 = 4$ |
| $4 - 2 = 2$ | $3 - 1 = 2$ | $4 - 1 = 3$ |
| $2 - 1 = 1$ | $2 - 1 = 1$ | $3 - 2 = 1$ |

6. Qora kataklarga sonlarni, havorang kataklarga taqqoslash belgilarini yozing.



7. Qaysi misol rasmga to'g'ri keladi? Tagiga chizing.

Noto'g'ri misolni toping va uni o'chiring.



|                                   |
|-----------------------------------|
| $3 - 1 = 2$                       |
| $3 + 1 = 4$                       |
| <del><math>4 - 1 = 3</math></del> |

8. Rasmda konsert ishtirokchilarining ro'yxati berilgan. Unga yana 1-"A" sinfdan pianinochi Akmal Solihov qo'shildi. Yana nechta ishtirokchi taklif etish kerak?






1. Nodir Yunusov
2. Olim Ahmedov
3. Yulduz G'ofurova
4. Po'lat Salimov
- 5.
- 6.
- 7.
- 8.

## 18. 5 soni va raqami

Besh soni  
5 raqami bilan yoziladi.



1. Siz bajaradigan mashg'ulotlar yozilgan kataklar ostiga belgi qo'ying.

| Rasm chizish,<br>raqsga tushish,<br>qo'shiq aytish                                | Sport bilan<br>shug'ullanish  | O'qishda<br>kompyuterdan<br>foydalanish   | Kitoblar<br>o'qish  | Uy ishlarida<br>yordamlashish   |
|---|---|---|---|---|
|  |  |  |  |  |
| ✓ ✓   | ✓   | ✗   | ✓   | ✗   |

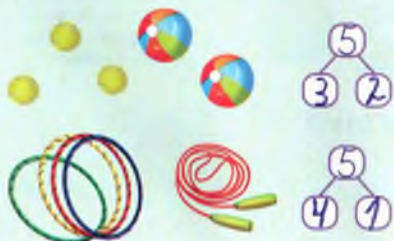


2. Nuqtalarni tutashtirib, 5 raqamini yozing.

Handwriting practice for the number 5. The first row shows five boxes, each containing a dotted number 5 for tracing. The second row shows a grid of numbers 5 and 2 for tracing and writing practice.





3. 5 soni qanday sonlardan hosil bo'ladi?








4. Dominolarning yuqorigi qismlariga nuqtalarni shunday qo'yingki, natijada har bir dominoda 5 tadan nuqta bo'lsin.



5. Yig'indilarni yozing va chizing.

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| $2 + 3 = 5$   | $4 + 1 = 5$   | $3 + 1 + 1 = 5$   | $2 + 1 + 2 = 5$   |



6. Qora kataklarga sonlarni, havorang kataklarga taqqoslash belgilarini yozing.

|   |   |   |   |  |
|---|---|---|---|--|
|  |  |  |  |  |
| $3 > 2$   | $2 < 5$   | $4 = 4$   | $5 > 3$   | $1 < 3$  |

7. Misollarni yeching.

|               |               |
|---------------|---------------|
| $3 + 2 = 5$ ✓ | $4 - 1 = 3$ ✓ |
| $5 - 3 = 2$ ✓ | $3 + 1 = 4$ ✓ |
| $2 + 2 = 4$   | $5 - 1 = 4$ ✓ |

8. Har bir jamoa darvozaga nechta to'p kiritgan bo'lsa, shuncha to'p rasmini jadvalga chizing. Kim ko'p va nechta ko'p to'p kiritganini ayting.

|   |       |   |
|---|-------|---|
| Chaqqonlar  | 5 - 2 | Tezkorlar   |
|  |       |  |

9. Rasmlar bilan sonlar to'g'ri bog'langanmi?





## 19. 1 dan 5 gacha bo'lgan sonlar



1. Har bir guruhni umumiy so'z bilan nomlang. Ular qanday qismlardan iborat?



$$3 + 2 = 5$$



$$2 + 2 = 4$$



2. Butunni qismlarga bo'ling. Bo'sh kataklarni to'ldiring.



| Shakli      | Rangi       | O'lchami    |
|-------------|-------------|-------------|
| $3 + 2 = 5$ | $4 + 1 = 5$ | $1 + 4 = 5$ |
| $5 - 2 = 3$ | $5 - 1 = 4$ | $5 - 4 = 1$ |
| $3 - 2 = 1$ | $4 - 1 = 3$ | $5 - 2 = 3$ |



3. Bo'sh kataklarga kerakli sonlarni yozing.

|             |             |             |
|-------------|-------------|-------------|
| $1 + 4 = 5$ | $3 - 2 = 1$ | $1 + 1 = 2$ |
| $4 - 2 = 2$ | $4 - 1 = 3$ | $5 - 3 = 2$ |

4. Rasmlarga qarab, misollar tuzing va ularni yeching.



$$4 + 2 = 4$$

$$4 - 2 = 2$$



$$1 + 3 = 4$$

$$4 - 1 = 3$$



$$3 + 2 = 5$$

$$5 - 3 = 2$$



$$2 + 1 = 3$$

$$3 - 1 = 2$$

5. Rasmda qanday shakllar guruhlari bor? Katakchalarga har bir guruhdagi shakllar sonini yozing.



|   |   |
|---|---|
| ○ | 3 |
|---|---|

|   |   |
|---|---|
| △ | 1 |
|---|---|

|   |   |
|---|---|
| □ | 1 |
|---|---|

|   |   |
|---|---|
| ∖ | 3 |
|---|---|

6. Taqqoslang.

|   |   |   |
|---|---|---|
| 3 | < | 5 |
|---|---|---|

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | + | 1 | = | 2 |
|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 4 | - | 1 | = | 5 | - | 2 |
|---|---|---|---|---|---|---|

|   |   |   |
|---|---|---|
| 5 | > | 4 |
|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 3 | + | 1 | = | 3 | + | 2 |
|---|---|---|---|---|---|---|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 4 | + | 1 | = | 5 | - | 1 |
|---|---|---|---|---|---|---|

7. 5 ta shar bor edi.  
2 tasi uchib ketdi.  
Nechta shar qoldi?



|   |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
| 5 | - | 2 | = | 3 |  |  |
|---|---|---|---|---|--|--|

8. Kartochkalarda MIS, SIM, ISM so'zlari yozilgan. Agar bir harf bitta raqamni ifodalasa, har bir raqam ortiga yashiringan harfni toping.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | M | 1 | 5 |
|---|---|---|---|---|---|

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 2 | 1 | 3 | S | M | 5 |
|---|---|---|---|---|---|

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 3 | 2 | 1 | S | I | M |
|---|---|---|---|---|---|

## 20. 1 dan 5 gacha bo'lgan sonlar bilan amallar bajarish

amallar  
qo'shish va ayirish



1. Qora kataklarga sonlarni, havorang kataklarga taqqoslash belgilarini yozing.











- 2. Rasmdan foydalanib, misollar tuzing va ularni yeching.**



$2 + 2 = 4$

$$2 + 2 + 1 = 5$$

$4 - 2 = 2$

$$5 - 2 - 2 = 1$$



- ### 3. Bo'sh kataklarga qanday sonlarni yozish kerak?



$$\boxed{2} + \boxed{1} = \boxed{3}$$



$$3 + 1 = 4$$



$1 + 3 = 4$



$$4 - 1 = 3$$



$5 - 3 = 2$



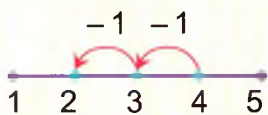
$$6 - 2 = 4$$

## 20. 1 dan 5 gacha bo'lgan sonlar bilan amallar bajarish

4. Chizg'ichdan foydalanib, misollarni yeching.

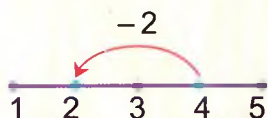
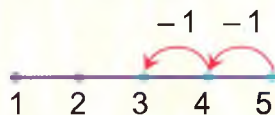
|       |       |       |       |
|-------|-------|-------|-------|
| 3 + 2 | 5 - 1 | 4 - 2 | 3 + 3 |
| 2 + 1 | 3 + 1 | 4 + 1 | 7 - 2 |

5. Rasmlar va misollarni chiziqlar yordamida bog'lang.



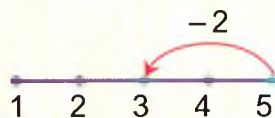
$$4 - 2$$

$$5 - 1 - 1$$

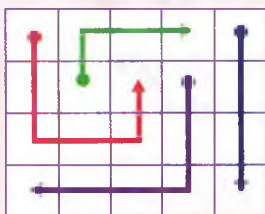


$$4 - 1 - 1$$

$$5 - 2$$



6. Rasmdagi yordamchi chiziqlardan foydalanib, maqolni toping.



|   |   |   |   |   |
|---|---|---|---|---|
| O | O | L | A | E |
| D | B | I | M | L |
| Q | B | L | A | G |
| R | U | Z | N | A |

7. Chizg'ich yordamida taqqoslang.



$$2 < 3$$

$$4 < 5$$

$$1 < 5$$

$$5 > 3$$

$$4 > 2$$



## 21. 6 soni va raqami

Olti soni  
6 raqami bilan yoziladi.



1. Bo'sh kataklarni to'ldiring.



Pastki oyoqlar:

2

O'ng oyoqlar:

1

Yuqorigi oyoqlar:

2

Hamma oyoqlar:

6

Chap oyoqlar:

1

2. Nuqtalarni tutashtirib, 6 raqamini yozing.



|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |   |
| 4 | 5 | 6 | 4 | 5 | 6 | 4 | 5 | 6 | 4 | 5 | 6 |

3. Rasmlarga qarab, 6 soni qanday sonlardan tarkib topganini yozing. 6 soni yana qanday sonlardan tarkib topishi mumkin?



|   |   |   |   |   |  |  |   |   |   |   |   |  |  |   |   |   |   |   |  |  |
|---|---|---|---|---|--|--|---|---|---|---|---|--|--|---|---|---|---|---|--|--|
| 5 | + | 1 | = | 6 |  |  | 4 | + | 2 | = | 6 |  |  | 6 | + | 0 | = | 6 |  |  |
|---|---|---|---|---|--|--|---|---|---|---|---|--|--|---|---|---|---|---|--|--|



|   |   |   |   |   |   |   |  |  |   |   |   |   |   |   |   |   |   |  |  |
|---|---|---|---|---|---|---|--|--|---|---|---|---|---|---|---|---|---|--|--|
| 2 | + | 2 | + | 2 | = | 6 |  |  | 1 | + | 2 | + | 1 | + | 2 | = | 6 |  |  |
|---|---|---|---|---|---|---|--|--|---|---|---|---|---|---|---|---|---|--|--|



4. Dominoning pastki qismiga nuqtalarni shunday qo'yingki, har bir dominoda 6 tadan nuqta bo'lsin.



Yuqori va pastki sonning yig'indisi 6 ga teng.  
Bo'sh kataklarni to'ldiring.

| 5 | 3 | 2 | 1 | 4 |
|---|---|---|---|---|
| 1 | 3 | 4 | 5 | 2 |



5. Qora kataklarga sonlarni, havorang kataklarga taqqoslash belgilarini yozing.



$$2 < 3$$



$$6 > 4$$



$$6 = 6$$



6. Qutichada 6 bo'lak bo'r bor edi. Darsda foydalanish uchun 2 tasini olishdi. Qutichada necha bo'lak bo'r qoldi?

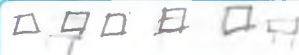
|             |         |
|-------------|---------|
| $6 - 2 = 4$ | $6 > 4$ |
| $4 + 2 = 6$ | $4 > 2$ |
| $6 - 1 = 5$ | $6 = 6$ |



7. Behruz Shohruzdan 2 yil avval tug'ilgan. Hozir Behruz 5 yoshda. Shohruz necha yoshda?

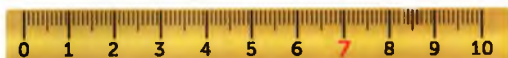


8. Aziz qatorning boshidan uchinchi, oxiridan esa to'rtinchi partada o'tiribdi. Qatorda nechta parta bor? Partalar rasmini chizing.



## 22. 7 soni va raqami

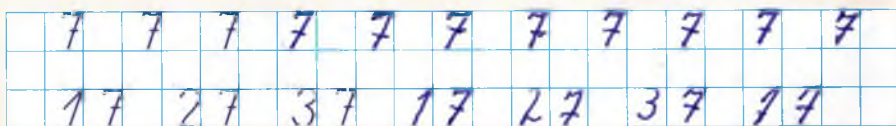
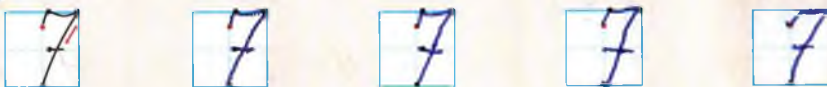
Yetti soni  
7 raqami bilan yoziladi.



1. Misollarni yeching va ularni mos kelgan rasmlar bilan chiziqlar yordamida birlashtiring.



2. Nuqtalarni tutashtirib, 7 raqamini yozing.



3. Qaysi misollar noto'g'ri?

$$7 - 1 = 6$$

$$7 - 2 = 5$$

$$4 + 3 = 1$$

$$1 + 6 = 7$$

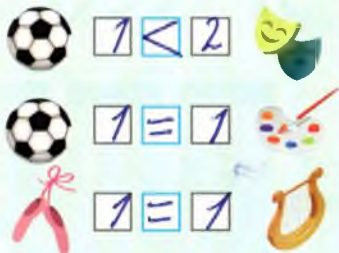
$$3 + 3 = 6$$

$$2 + 1 = 4$$

$$5 - 4 = 1$$



4. Jadvalga qarab kataklarni to'ldiring. Mashg'ulotlar sonini taqqoslang.



Mashg'ulotlar jadvali

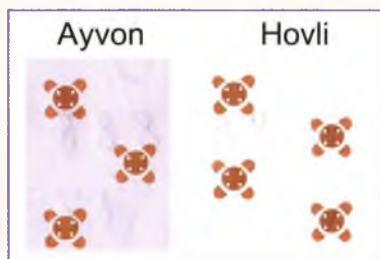
| Dushanba   | Payshanba |
|------------|-----------|
|            |           |
|            | Juma      |
| Seshanba   |           |
|            |           |
| Chorshanba | Shanba    |
|            |           |
|            |           |



5. Kafe ayvonida 3 ta stol, hovlida esa 4 ta stol bor. Kafeda hammasi bo'lib nechta stol bor?

|           |  |  |  |  |
|-----------|--|--|--|--|
| 3 + 4 = 7 |  |  |  |  |
| 7 - 4 = 3 |  |  |  |  |

Kafe



6. — band joy.  
 — bo'sh joy.

Ota, ona va bolaga chipta sotib olish kerak. Ular yonma-yon o'tirmoqchi. Shu joylarni qalamda aylanaga oling.

|   |   |   |   |   |   |   |   |   |    |    |         |
|---|---|---|---|---|---|---|---|---|----|----|---------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 4-qator |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3-qator |
| 1 | 2 | 3 | 4 | 5 |   | 6 | 7 | 8 |    |    | 2-qator |
| 1 | 2 | 3 | 4 | 5 |   | 6 | 7 | 8 |    |    | 1-qator |



7. Hovlida xo'roz va tovuqlar yuribdi. Har bir tovuqning 2 tadan jo'jasi bor. Hovlida hammasi bo'lib 7 ta parranda bor. Hovlida nechta tovuq bor?

$x - 1$   
 ona t - 2  
 $4 - 4$



## 23. 8 soni va raqami

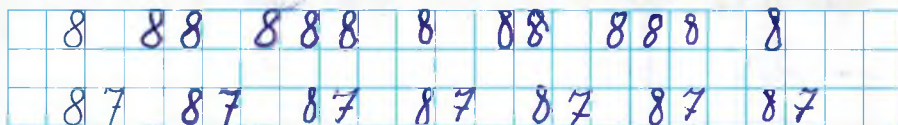
Sakkiz soni  
8 raqami bilan yoziladi.



1. Yil boshida oldin qaysi sana keladi? Keyin-chi?  
O'quv yili boshidan hisoblansa-chi?



2. Nuqtalarni tutashtirib, 8 raqamini yozing.



3. Sanang va taqqoslang.



|   |   |   |   |
|---|---|---|---|
|   |   |   |   |
| 3 | 2 | 8 | 1 |



4. Misollarni yeching.

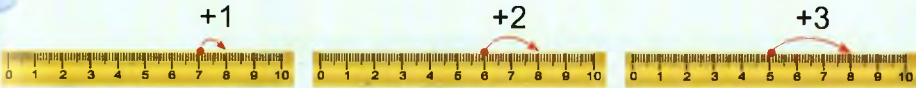
|                 |  |  |  |  |
|-----------------|--|--|--|--|
| $4 + 4 = 8$     |  |  |  |  |
| $7 + 1 = 8$     |  |  |  |  |
| $4 + 1 - 2 = 3$ |  |  |  |  |
| $8 - 1 - 3 = 3$ |  |  |  |  |

5. Rasmga qarab misollar yozing. Har bir qismni alohida aylanaga oling.



$$8 - 3 = 5 \quad 7 + 1 = 8 \quad 4 + 4 = 8$$

6. Misollar tuzing va chizg'ichdan foydalanib, ularni yeching.



$$7 + 1 = 8 \quad 6 + 2 = 8 \quad 5 + 3 = 8$$

7. Namunaga qarab yeching va yangi so'zni toping.

BELKURAK – BEL = KURAK

OLMAXON – XON = olma

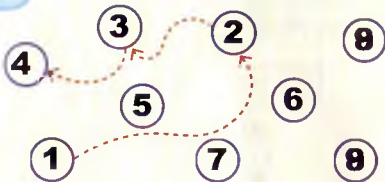
JASORAT – J = asorat

KO'LMAK – MAK = ko'l

MAVJUDOT – OT = y

$$8 - 3 = 5$$

8. Tartib bilan chizing.



9. Har xil rangdagi ikkita darvozadan shunday o'tingki, yig'indida markazdagi son hosil bo'lsin. Siz nechta yo'lini topdingiz?



## 24. 9 soni va raqami

To'qqiz soni  
9 raqami bilan yoziladi.



1. Tushirib qoldirilgan sonlarni yozing.

6 7 8    3 4 5    5 6 7    1 2 3    7 8 9



2. Nuqtalarni tutashtirib, 9 raqamini yozing.

9 9 9 9 9

9 9 9 9 9 9 9 9 9 9  
9 1 2 9 2 3 9 1 2 9 2 3



3. Guruhlarga ajrating. Butunni qizil qalam bilan,  
qismlarni esa havorang qalam bilan aylanaga oling.



| Rangi       | Shakli      | O'lchami    |
|-------------|-------------|-------------|
| $7 + 2 = 9$ | $2 + 3 = 5$ | $3 + 2 = 9$ |
| $9 - 2 = 7$ | $4 - 1 = 3$ | $9 - 2 = 7$ |
| $9 - 7 = 2$ | $9 - 5 = 4$ | $2 - 7 = 3$ |

4. 9 sonining tarkibini yozing.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|   | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

5. Taqqoslang.

$$\begin{array}{l}
 7 < 9 \quad 4 - 2 < 9 \quad 2 + 2 + 1 > 2 + 2 - 1 \\
 9 > 3 \quad 3 + 5 = 4 + 4 \quad 9 - 6 + 2 > 3 + 2 - 1
 \end{array}$$

6. O'quv yili 9 oy davom etadi. Shundan 1 oy ta'til kunlariga to'g'ri keladi. O'qish jarayoni necha oy davom etadi? Savolga javob topish uchun misol yozing.

$$9 - 1 = 8 \quad 8 + 1 = 9$$

7. Misolni zanjir bo'ylab yeching.

$$9 - 2 = 7 \quad 7 + 1 = 8 \quad 8 - 6 = 2 \quad 2 + 5 = 7 \quad 7 - 4 = 3 \quad 3 + 3 = 6$$

8. Daryoning rasmini A nuqtadan B nuqttagacha shunday tasvirlangki, daryoning o'ng tomonida va chap tomonida bo'lsin.



9. Ikki yashikda 9 ta olma bor. Birinchi yashikdagi olmalar ikkinchi yashikdagi olmalardan 1 ta ko'p. Har bir yashikda nechta olma bor?





## 25. 0 soni va raqami

Nol soni  
0 raqami bilan yoziladi.



bo'sh



1. Hammasi bo'lib nechta nuqta bor? Yozing.



9



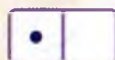
3



5



8



1



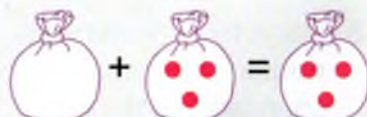
2. Nuqtalarni tutashtirib, 0 raqamini yozing.



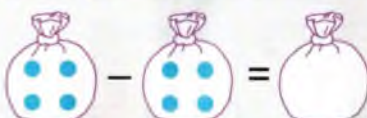
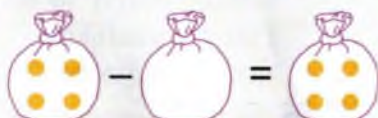
|     |     |     |     |     |     |   |  |  |  |
|-----|-----|-----|-----|-----|-----|---|--|--|--|
| 0   | 00  | 000 | 0   | 00  | 000 | 0 |  |  |  |
| 012 | 023 | 012 | 023 | 012 |     |   |  |  |  |



3. Rasmga qarab misollar tuzing. Xulosa qiling.



|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|
| 3 | + | 0 | = | 3 |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|



|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|
| 4 | - | 0 | = | 4 |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|

4. Hisoblang.

|             |             |                 |
|-------------|-------------|-----------------|
| $4 - 4 = 0$ | $5 + 0 = 5$ | $3 + 0 - 3 = 0$ |
| $0 + 2 = 2$ | $8 - 0 = 8$ | $0 + 7 - 7 = 0$ |
| $6 + 0 = 6$ | $0 + 0 = 0$ | $6 - 3 - 3 = 0$ |

5. Qora kataklarga sonlarni, havorang kataklarga taqqoslash belgilarini yozing.



$6 > 0$

$0 = 0$

$0 < 6$











6. O'qituvchi ko'rik-tanlovga 9 ta sovg'a keltirdi. 9 ta sovg'a g'oliblarga tarqatildi. O'qituvchida nechta sovg'a qoldi? Misol yozing va uni yeching.

$9 - 9 = 0$

7. To'rttadan nuqtalarni tutashtirib, yangi shakllar hosil qiling.



8. Sanang.

| Kvadratlar  | Uchburchaklar   | Doiralar  |
|---|---|---|
|    |      |   |



## 25. 0 soni va raqami

Nol soni  
0 raqami bilan yoziladi.



bo'sh

1. Hammasi bo'lib nechta nuqta bor? Yozing.



4



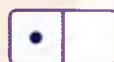
3



5



8



1

2. Nuqtalarni tutashtirib, 0 raqamini yozing.

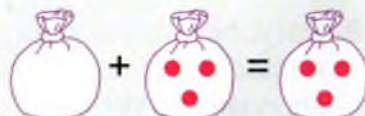


|   |    |     |   |    |     |   |   |
|---|----|-----|---|----|-----|---|---|
| 0 | 00 | 000 | 0 | 00 | 000 | 0 |   |
| 0 | 1  | 2   | 0 | 2  | 3   | 0 | 1 |

3. Rasmga qarab misollar tuzing. Xulosa qiling.



$$3 + 0 = 3$$



$$0 + 3 = 3$$



$$4 - 0 = 4$$



$$4 - 4 = 0$$

4. Hisoblang.

$$4 - 4 = 0$$

$$5 + 0 = 5$$

$$3 + 0 - 3 = 0$$

$$0 + 2 = 2$$

$$8 - 0 = 8$$

$$0 + 7 - 7 = 0$$

$$6 + 0 = 6$$

$$0 + 0 = 0$$

$$6 - 3 - 3 = 0$$

5. Qora kataklarga sonlarni, havorang kataklarga taqqoslash belgilarini yozing.



$$6 > 0$$

$$0 = 0$$

$$0 < 6$$

6. O'qituvchi ko'rik-tanlovga 9 ta sovg'a keltirdi. 9 ta sovg'a g'oliblarga tarqatildi. O'qituvchida nechta sovg'a qoldi? Misol yozing va uni yeching.

$$9 - 9 = 0$$

7. To'rttadan nuqtalarni tutashtirib, yangi shakllar hosil qiling.



8. Sanang.

| Kvadratarlar | Uchburchaklar | Doiralar |
|--------------|---------------|----------|
|              |               |          |





## 26. 10 soni

O'n soni.

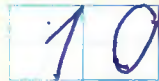
10 soni ikkita raqam: 1 va 0  
raqamlari bilan yoziladi.



1. Vagonlarga ularda nechta tosh borligini yozing. Oxirgi vagonida nechta tosh bo'lishi kerak? Chizing.



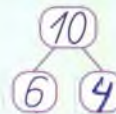
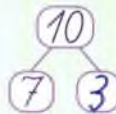
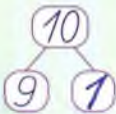
2. Nuqtalarni tutashtirib, 10 sonini yozing.



|    |    |    |    |    |    |    |  |
|----|----|----|----|----|----|----|--|
| 10 | 10 | 10 | 10 | 10 | 10 | 10 |  |
| 10 | 20 | 30 | 10 | 20 | 30 | 10 |  |



3. 10 sonining tarkibini toping va bo'sh kataklarni to'ldiring.



4. Hisoblang.

|              |              |             |
|--------------|--------------|-------------|
| $9 + 1 = 10$ | $10 - 4 = 6$ | $8 + 1 = 9$ |
| $10 - 3 = 7$ | $5 + 5 = 10$ | $7 - 2 = 5$ |

## 5. Taqqoslang.

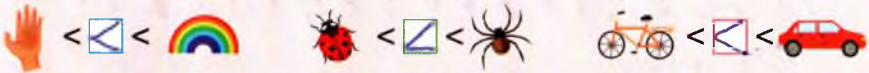
|    |    |  |     |     |  |    |    |    |
|----|----|--|-----|-----|--|----|----|----|
| 10 | 4  |  | 10  | 4+3 |  | 10 | 10 | 10 |
| 0  | 10 |  | 3+6 | 10  |  | 10 | 10 | 10 |

## 6. Misol tuzing va uni yeching.



|    |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 10 | - | 8 | = | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|    |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## 7. Komil kompyuteriga parol kiritib qo'ydi. Shu raqamlarni toping. Har bir katakka bittadan raqam yozish kerak.

Parol: 

|   |   |   |
|---|---|---|
| 6 | 8 | 4 |
|---|---|---|

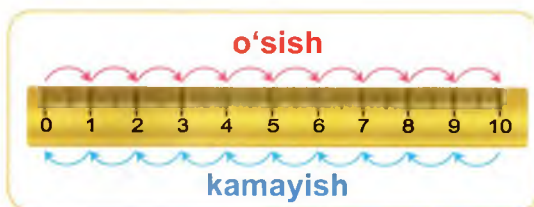
## 8. Qo'shishga doir shunday misol tuzingki, har bir bo'sh katakda faqat bitta son bo'lsin.

|   |   |   |   |    |
|---|---|---|---|----|
| 1 | + | 9 | = | 10 |
|---|---|---|---|----|

Ayirishga doir shunday misol tuzingki, har bir bo'sh katakda faqat bitta son bo'lsin va raqamlar takrorlanmasin.

|   |   |   |   |   |
|---|---|---|---|---|
| 9 | - | 8 | = | 1 |
|---|---|---|---|---|

## 27. 1 dan 10 gacha bo'lgan sonlar. Sonlarni taqqoslash



1. Tushirib qoldirilgan sonlarni yozing.

1  3 4   7     
10 9  7 6   3  1



2. Ushbu sonlarni o'sish tartibida joylashtiring:

1, 5, 2, 8, 4, 3, 10, 9, 7, 6;

kamayish tartibida joylashtiring:

1, 3, 6, 8, 5, 7, 10, 9, 2, 4.



3. Taqqoslang.

$$3 < 5$$

$$3 + 1 < 4 + 1$$

$$0 + 10 = 10 + 0$$

$$10 > 6$$

$$9 - 1 > 8 - 1$$

$$10 + 2 < 10 + 3$$



4. Uychani kerakli sonlar bilan to'ldiring. Har bir ustundagi sonlar yig'indisi uyning tomidagi songa teng bo'lsin.

|                                |                                |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 10                             |                                |                                |                                |                                |
| 5                              | <input type="text" value="5"/> | 7                              | <input type="text" value="8"/> | 9                              |
| <input type="text" value="4"/> | 6                              | <input type="text" value="4"/> | 8                              | <input type="text" value="2"/> |

## 27. 1 dan 10 gacha bo'lgan sonlar. Sonlarni taqqoslash



5. Hisoblang va harflarni tartib bilan qo'ying.

o'sish

$$10 + 0 - 3 - 2$$

N

$$3 + 5 - 7 + 3$$

I

$$6 - 5 + 9 - 2$$

F

$$6 + 4 - 7 - 2$$

S

kamayish

$$10 - 1$$

M

$$8 - 3$$

T

$$9 - 2$$

A

$$10 - 6$$

A

$$2 + 4$$

K

$$7 - 7$$

B



6. Planshetning paroli chizma shaklida bo'lishi mumkin. Temur nuqtalarni bir-biri bilan tutashtirib, chizma chizdi. Siz ham berilgan ko'rsatmaga qarab chizing va parolni toping.

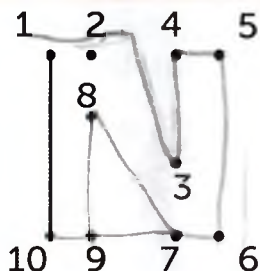
|   |   |   |
|---|---|---|
| 1 | 2 | 3 |
| ● | ● | ● |
| 4 | 5 | 6 |
| ● | ● | ● |
| 7 | 8 | 9 |
| ● | ● | ● |

Ko'rsatma:

1 → 2 → 5 → 6 → 8 → 9



7. 1 dan 10 gacha bo'lgan sonlarni o'sish tartibida chiziqlar yordamida tutashtiring. Nima hosil bo'ldi?



8. Kvadratning bo'sh kataklariga 1, 2 yoki 3 sonlarini shunday yozingki, ularning yig'indisi bo'yiga ham, eniga ham bir xil son bo'lsin.

|   |   |   |
|---|---|---|
|   | 1 |   |
|   |   | 2 |
| 3 |   |   |



## 28. Natural sonlar

Sanoqda natural sonlar kerak bo'ladi.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10 –  
natural sonlar.

0 soni natural son hisoblanmaydi.



1. Stol atrofida necha kishi o'tirishi kerak?  
Stolga yana nechta shirinlik va somsa  
qo'yish kerak?

6 dona



7 dona



2. Bir xonali sonlarni havorang 0 qalamda, ikki xonali  
sonlarni qizil 0 qalamda aylanaga oling.

3 10 0 2 5 12 4 13 3 9

Natural bo'lmagan sonning tagiga chizing.



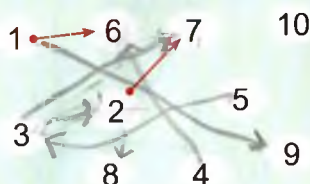
3. Natural bo'lmagan sonni ustidan o'chiring. Qolgan  
sonlarni o'sish tartibida yozing.

1 9 3 7 10 5 8 2 ~~0~~ 4 6

1 2 3 4 5 6 7 8 9 10



4. Sonlar qanday qonuniyatda bog'langanini toping va  
qolgan sonlarni ko'rsatkichlar yordamida tutashtiring.



5. Bo'sh bo'laklarga shunday sonlarni yozingki, bir xil rangdagi bo'laklarga yozilgan sonlar yig'indisi markazdagi songa teng bo'lsin.



6. Rasmlarga qarab, "+" belgisiga oid misollar tuzing va ularni yeching.



$$4 + 5 = 9$$



$$2 + 4 = 6$$

7. Rasmlarga qarab, "-" belgisiga oid misollar tuzing va ularni yeching.

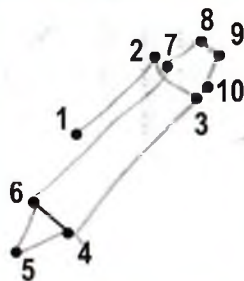


$$6 - 3 = 3$$

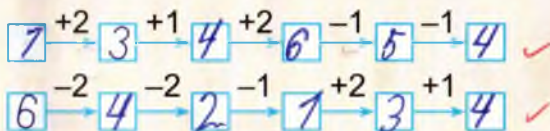


$$10 - 2 = 8$$

8. 1 dan 10 gacha bo'lgan sonlarni o'sish tartibida chiziqlar yordamida tutashtiring. Nima hosil bo'ldi?



9. Kataklarga kerakli sonlarni yozing.



## 29. Juft va toq sonlar

1, 3, 5, 7 va 9 – toq sonlar.  
0, 2, 4, 6, 8 va 10 – juft sonlar.



1. Rasmga qarang. Oldin ko'chani bir tomonidagi uylarning raqamini, keyin ikkinchi tomonidagi uylarning raqamini ayting. Nimani sezdingiz?



2. Sonlarni xatjildga soling. Qaysi sonlar ortib qoldi?

2 9 1 10 3 5 4 0 6 7



Natural  
bo'lmagan sonlar

Ikki xonali sonlar

Toq sonlar



3. Aziz kitobning ikkinchi betidan o'ninchi betigacha o'qidi. Shu betlarni sanang. Toq betlarga "T" harfini yozing.

2

3

4

5

6

7

8

9

10

11



4. O'yinchilarni jamoalarga bo'lishdi. Birinchi jamoada juft raqamlilar, ikkinchi jamoada toq raqamlilar o'ynashadi. Bolalardan qaysi biri adashib, boshqa rangdagi kiyimni kiygan?





5. Basketbol jamoasida 5 nafar o'yinchi bor. O'yin maydonida nechta o'yinchi bo'lishi kerak? Bu savolga javobni topish uchun misol tuzing va uni yeching.

$$8 + 3 = 8 \quad 8 - 5 = 3$$



6. Hisoblang.

$$\begin{array}{ccc} 3 + 5 = 8 & 10 - 2 = 8 & 5 + 3 = 8 \\ 4 + 6 = 10 & 7 - 3 = 4 & 9 - 6 = 4 \end{array}$$



7. Taqqoslang.

$$\begin{array}{ccc} 3 < 5 & 10 > 1 + 0 & 2 + 3 + 4 > 9 - 1 - 1 \\ 5 > 4 & 8 + 2 = 10 & 5 + 0 + 2 = 5 - 0 + 2 \end{array}$$

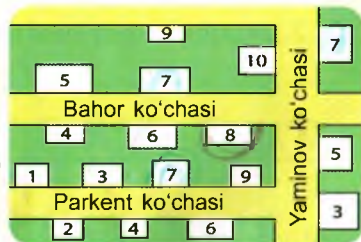


8. Pochtachi 3-raqamli uyga 3 ta, qolgan uylarga faqat bittadan gazeta olib keldi. Pochtachi hammasi bo'lib nechta gazeta olib kelgan?

$$3 + 1 + 1 + 1 + 1 = 8$$



9. Bahor ko'chasidagi 8-raqamli uyni havorang qalamda, Yaminov ko'chasidagi 7-raqamli uyni qizil qalamda aylanaga oling. Qanday raqamli uy biror marta uchramadi? Uni yozing.





### 30. Nuqta. To'g'ri va egri chiziqlar

To'g'ri chiziqlar



Egri chiziqlar



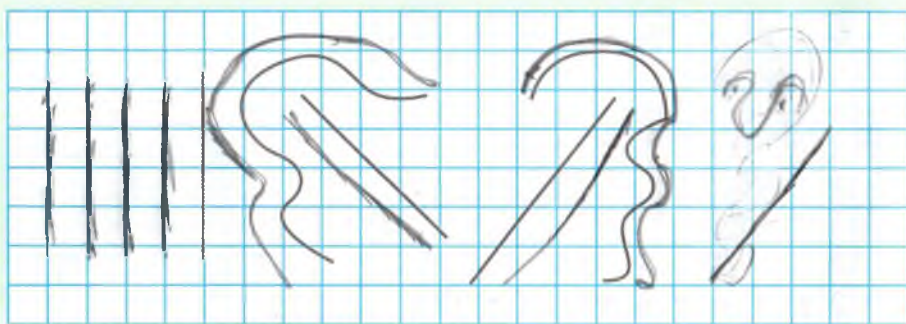
Nuqta



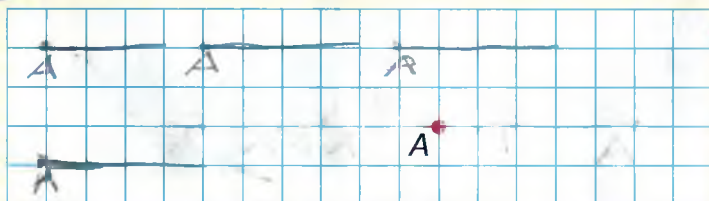
1. A shahardan B shahargacha nechta yo'l o'tgan? Eng qisqa yo'lni rangli qalamda aylanaga oling.



2. Qalamni qog'ozdan uzmagan holda egri chiziqlar chizing. Chizg'ich yordamida to'g'ri chiziqlar chizing.



3. Nuqta orqali beshta to'g'ri chiziq o'tkazing.





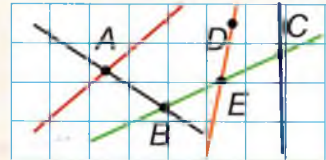
Matematikada nuqtalar lotin alifbosining bosh harflari bilan belgilanadi:  
A, B, C, D, E, F, ...

4. Rasmda nechta chiziq bor?

7 ta

Ular qaysi nuqtada kesishadi?

Ø A, Ø D, Ø B, Ø E.



5. Jadvaldagi misollarni yeching va harflarni belgilangan ketma-ketlikda qo'yib, qanday so'zlar hosil bo'lganini toping.

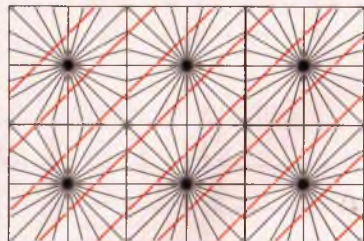
a) Natijalarni o'sish tartibida qo'ying:

| Q        | N        | T         | U         | A         |
|----------|----------|-----------|-----------|-----------|
| $3+2+1$  | $5-4+0$  | $7+2+1-3$ | $9+0-9+4$ | $2+6+1+1$ |
| <u>A</u> | <u>N</u> | <u>T</u>  | <u>U</u>  |           |

b) Natijalarni kamayish tartibida qo'ying:

| Z        | I        | I        | Q         | CH      |
|----------|----------|----------|-----------|---------|
| $6+2-3$  | $7+3-4$  | $10+0-9$ | $5+5-4-6$ | $3+5+2$ |
| <u>I</u> | <u>I</u> | <u>Z</u> | <u>Q</u>  |         |

6. Rasmga diqqat bilan qarang.  
Qaysi chiziqlar to'g'ri va qaysi chiziqlar egriligini aniqlang.  
Chizg'ichdan foydalanib tekshiring.



### 31. To'g'ri chiziq kesmasi. Siniq chiziq

To'g'ri chiziqdagi nuqtalar uni bir nechta qismga bo'ladi.



1. Chizg'ich yordamida ushbu ikki nuqta orqali to'g'ri chiziq o'tkazing.



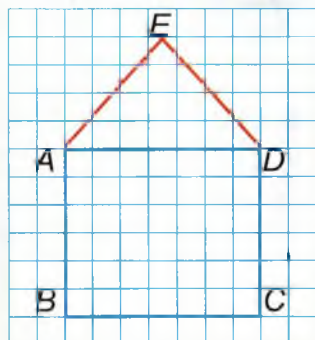
To'g'ri chiziqning ikki nuqta orasidagi qismi kesma deb ataladi.

Kesmani chegaralovchi nuqtalar kesmaning oxirlari deb ataladi.

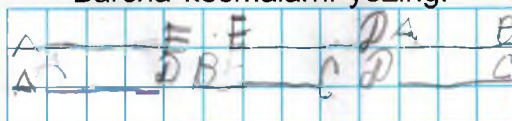


2. Qizil kesmalar nechta? Havorang kesmalar-chi? Hammasi bo'lib nechta kesma bor?

|             |  |
|-------------|--|
| $Q + H = K$ | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| $H + Q = K$ | <input type="text"/> + <input type="text"/> = <input type="text"/> |
| $K - Q = H$ | <input type="text"/> - <input type="text"/> = <input type="text"/> |
| $K - H = Q$ | <input type="text"/> - <input type="text"/> = <input type="text"/> |



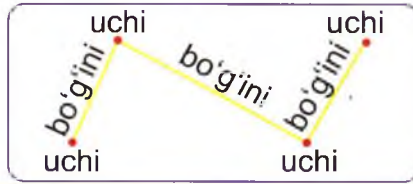
Barcha kesmalarni yozing.



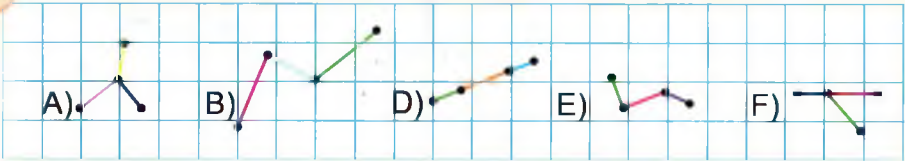
## 31. To'g'ri chiziq kesmasi. Siniq chiziq



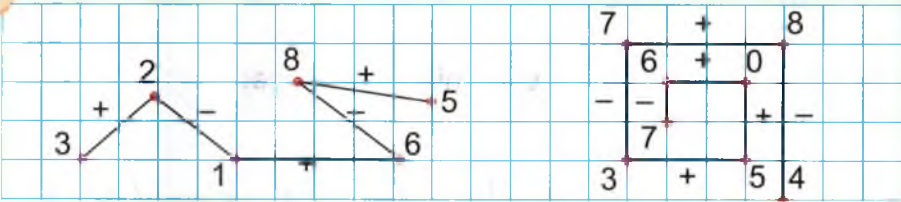
Siniq chiziq bir-biriga ketma-ket ulangan kesmalardir.



3. Bu chiziqlarning qaysilari siniq chiziq?



4. Siniq chiziqlar bo'ylab harakatlanib, amallarni bajaring.



5. Xatlarni manzillariga yetkazing.  
Xatjild ustiga uy raqamini yozing.





## 32. Qo'shish hadlari

Qo'shish – bu amal.  
 + belgisi bilan ifodalanadi.  
 Qo'shiluvchi + qo'shiluvchi =  
 = yig'indi



$$\begin{array}{l} 4+1 \\ 5+4 \\ 7+1 \end{array} \quad \begin{array}{l} 2+8 \\ 1+9 \\ 3+6 \end{array} \quad \begin{array}{l} 5+5 \\ 3+2 \\ 4+3 \end{array}$$



1. Oldingizda kompyuter dasturi ochiq turibdi.

Birinchi sonni kiring:

Ikkinchi sonni kiring:

Bosing

Natija:

**3** va **5** dan **8** hosil bo'ldi.

**7** va **2** dan **9** hosil bo'ldi.

**0** va **1** dan **1** hosil bo'ldi.

Dastur nima qildi?



2. Jadvalni to'ldiring.

|              |   |   |   |    |   |    |   |
|--------------|---|---|---|----|---|----|---|
| Qo'shiluvchi | 3 | 5 | 6 | 8  | 3 | 7  | 6 |
| Qo'shiluvchi | 5 | 4 | 1 | 2  | 3 | 3  | 0 |
| Yig'indi     | 8 | 9 | 7 | 10 | 6 | 10 | 6 |



3. Rasmga qarang. Kitoblarning o'xshash va farqli tomonlarini toping. Rasm asosida 4 ta misol yozing.

|           |           |           |
|-----------|-----------|-----------|
| 5 + 3 = 8 | 8 - 3 = 5 | 8 - 5 = 3 |
| 3 + 3 = 6 |           |           |





4. O'rtog'ingiz bilan birga Aziz va Lolaning bajargan amallarini tekshiring. Xatolarini to'g'rilang. Ulardan qaysi biri yaxshiroq hisoblar ekan?

*Aziz*

$$6 + 1 = 7 \checkmark$$

$$4 + 4 = 8 \checkmark$$

$$8 + 2 = 9 ?$$

$$2 + 2 + 5 = 9 \checkmark$$

$$3 + 1 + 4 = 9 ?$$

*Lola*

$$6 + 1 = 8 ?$$

$$4 + 4 = 7 ?$$

$$8 + 2 = 10 \checkmark$$

$$2 + 2 + 5 = 10 ?$$

$$3 + 1 + 4 = 8 \checkmark$$



5. Taqqoslang.

$$2 < 7$$

$$0 < 8 - 5$$

$$10 - 3 < 5 + 4 - 1$$

$$4 < 8$$

$$9 = 1 + 8$$

$$10 - 2 = 6 + 0 + 2$$



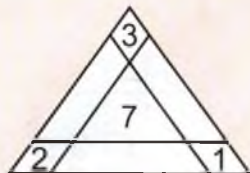
6. Misol tuzing va uni yeching.



$$5 - 3 = 2 \quad ; \quad 2 + 3 = 5$$

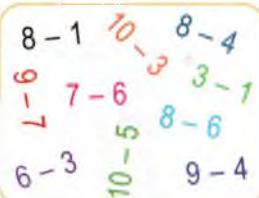


7. Bo'sh kataklarga shunday sonlar qo'yingki, uchburchakning har bir tomoni bo'ylab hisoblaganda, sonlar yig'indisi markazdagi songa teng bo'lsin.



### 33. Ayirish hadlari

Ayirish – bu amal.  
 – belgisi bilan ifodalanadi.  
 Kamayuvchi – ayiriluvchi = ayirma



1. Ona o'nta tuxum sotib oldi. Tort pishirish uchun 6 ta tuxum kerak bo'ladi. Nechta tuxum ortib qoladi?

$$10 - 6 = 4 \quad \cdot \quad \cdot \quad \cdot \quad 4 + 6 = 10$$



2. Jadvalni to'ldiring.

|             |   |    |   |   |   |   |   |
|-------------|---|----|---|---|---|---|---|
| Kamayuvchi  | 6 | 10 | 8 | 9 | 7 | 6 | 8 |
| Ayiriluvchi | 4 | 4  | 2 | 4 | 2 | 3 | 5 |
| Ayirma      | 2 | 6  | 6 | 5 | 5 | 3 | 3 |



3. Rasmga qarab, ayirish amaliga doir mumkin bo'lgan barcha misollarni tuzing. Nechta misol tuza oldingiz? Ularni yozing.

$$4 + 2 + 2 = 8 \quad \cdot \quad \cdot \quad \cdot \quad 8 - 1 = 7$$

$$8 - 4 - 2 - 2 = 0$$



4. + yoki - belgilaridan mosini qo'ying.

$$6 \square 4 = 2 \quad \cdot \quad \cdot \quad \cdot \quad 2 \square 4 \square 2 = 8$$

$$5 \square 2 = 7 \quad \cdot \quad \cdot \quad \cdot \quad 7 \square 1 \square 6 = 2$$



5. Misol bilan siniq chiziq orasidagi bog'liqlikni toping va bo'shliqlarni to'ldiring.



$$7 - 4 = 3$$



$$10 - 3 = 7$$



$$6 - 5 = 1$$



$$8 - 5 = 3$$



6. O'rtog'ingiz bilan birgalikda Aziz va Lola bajargan amallarni tekshiring. Xatolarini qizil qalamda to'g'rilang. Ulardan qaysi biri kamroq xato qilgan?

Aziz

$$7 - 3 = 4 \checkmark$$

$$5 - 1 = 6 \text{ ? } 4$$

$$10 - 8 = 2 \checkmark$$

$$8 - 4 = 4 \checkmark$$

$$9 - 1 = 7 \text{ ? } 8$$

Lola

$$7 - 3 = 3 \text{ ? } 4$$

$$5 - 1 = 4 \checkmark$$

$$10 - 8 = 3 \text{ ? } 2$$

$$8 - 4 = 3 \text{ ? } 4$$

$$9 - 1 = 8 \checkmark$$



7. Uycha qismlarini uch xil rangdan foydalanib shunday bo'yangki, birorta ham bir xil uycha bo'lmasin.





### 34. Noma'lum qo'shiluvchini topish

qo'shiluvchi + qo'shiluvchi = yig'indi.

birinchi qo'shiluvchi = yig'indi –  
– ikkinchi qo'shiluvchi.

$$2 + 6 = 8$$

$$2 = 8 - 6$$



1. Ko'rik-tanlovda 9 nafar bola qatnashishi kerak edi.  
6 nafar qiz kelib, partalarga o'tirishdi. O'g'il bolalar esa  
kechikishdi. Quyidagi chizma nimani anglatyapti?

|            |  |            |
|------------|--|------------|
| O' + Q = B |  | O' = B - Q |
| O' + 6 = 9 |  | O' = 9 - 6 |



9 nafar bola



2. Jadvalni to'ldiring.

|                       |   |   |   |   |    |   |   |    |    |
|-----------------------|---|---|---|---|----|---|---|----|----|
| Birinchi qo'shiluvchi | 4 | 2 | 4 | 5 | 6  | 0 | 2 | 7  | 11 |
| Ikkinchi qo'shiluvchi | 3 | 7 | 4 | 1 | 4  | 6 | 3 | 9  | 5  |
| Yig'indi              | 7 | 9 | 8 | 6 | 10 | 6 | 5 | 10 | 9  |



3. Agar qo'ng'izcha:



$$6 + 3 = 9$$

a) o'ng tomondagi 3 ta  
bo'limdan o'rmalab o'tib,  
9-nuqtaga yetgan bo'lsa,

qo'ng'izcha oldin qayerda bo'lganini aniqlang.



$$2 + 8 = 10$$

b) o'ng tomondagi 2 ta  
bo'limdan o'rmalab o'tib,  
10-nuqtaga yetgan bo'lsa,

4. "Quvnoq startlar" ko'rik-tanloviga 10 ta kiyim tayyorlandi. Yetti nafar bola kiyimlarini kiydi. Tanlovda yana necha nafar bola qatnashadi?

$$10 - 7 = 3$$

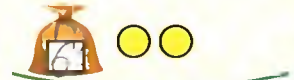
5. Qoplarda nechta shakl bor?



7



10



8

6. Shakllarni guruhlarga ajrating.



Yassi shakllar



Hajmli shakllar



7. Birinchi rasmdagi kataklarga sonlar qanday qonuniyatga ko'ra yozilgan? Qolgan rasmlardagi bo'sh kataklarni shu qonuniyat bo'yicha to'ldiring.

|   |    |   |  |  |  |   |   |   |  |   |   |   |  |   |   |   |  |
|---|----|---|--|--|--|---|---|---|--|---|---|---|--|---|---|---|--|
|   | 3  |   |  |  |  | 6 |   |   |  | 8 |   |   |  | 2 |   |   |  |
| 2 | 10 | 8 |  |  |  | 5 | 8 | 3 |  | 5 | 9 | 4 |  | 3 | 7 | 4 |  |
| 7 |    |   |  |  |  | 2 |   |   |  | 1 |   |   |  | 5 |   |   |  |

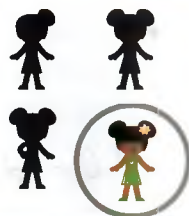
### 35. Noma'lum kamayuvchini topish

Kamayuvchi – ayriluvchi = ayirma

Kamayuvchi =  
= ayirma + ayriluvchi

$$9 - 4 = 5$$

$$9 = 5 + 4$$



1. Podachi har kuni dalaga 10 ta qo'yni olib chiqadi. 4 ta qo'y daraxtlarning soyasida, qolganlari esa oftobda o'tlashni yoqtiradi. Oftobda nechta qo'y o'tlaydi?

$$10 - 4 = 6$$

Kechqurun hamma qo'ylar uyga qaytganini podachi qanday biladi?

2. Jadvalni to'ldiring.

|            |   |   |   |   |   |    |    |   |    |
|------------|---|---|---|---|---|----|----|---|----|
| Kamayuvchi | 9 | 8 | 7 | 8 | 3 | 10 | 10 | 4 | 10 |
| Ayriluvchi | 7 | 5 | 6 | 4 | 3 | 4  | 1  | 3 | 2  |
| Ayirma     | 2 | 3 | 1 | 4 | 0 | 6  | 9  | 1 | 8  |

3. Misollar tuzing va ularni yeching.

a) Daraxtdan 🍏🍏🍏🍏🍏 terishdi.

Daraxtda 🍏🍏🍏🍏 qoldi. Daraxtda nechta olma bo'lgan?

$$4 + 6 = 10$$

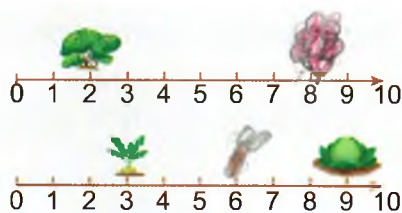
b) Fermer 🐣🐣🐣🐣🐣🐣🐣 sotdi. Tovuqxonada

🐣🐣 qoldi. Fermerning nechta jo'jasi bo'lgan?

$$2 + 8 = 10$$



4. a) Gulning rasmini shunday chizingki, buta undan 6 qadam chapda bo'lsin.  
b) Sabzining rasmini shunday chizingki, u karam va sholg'omning o'rtasiga ekilgan bo'lsin.



5. Fermer hamma sabzi hosilini qoplarga joyladi. 8 qop sabzini do'konga topshirdi, qolgan 2 ta qopni uyida qishga qoldirdi. Fermer hammasi bo'lib necha qop sabzi yig'ib oldi?

$$2 + 8 = 10$$



6. Ko'rsatma bo'yicha chiziqlarni davom ettiring. Ko'rsatkich bo'ylab harakatlaning. Kim g'olib chiqadi?



$$9 - 8 \rightarrow$$

$$5 - 4 \downarrow$$

$$3 + 2 - 4 \rightarrow$$

$$7 - 6 \downarrow$$

$$0 + 1 \leftarrow$$

$$8 - 6 \downarrow$$

$$7 - 4 \leftarrow$$

$$10 - 7 \uparrow$$

Qanday chiziq hosil bo'ldi?

☒ SINIQ CHIZIQ

☐ EGRI CHIZIQ

☒ TO'G'RI CHIZIQ



7. Said, Ulug'bek, Lola va Aziz natural sonlar qatorini yozishdi. Lola ko'k rangli ruchkasini uyda qoldirgan, Aziz va Lola to'g'ri yozishgan, Ulug'bek esa bitta sonni unutib qoldirgan. Kim qaysi qatorni yozganini toping? Har bir qatorning yoniga bolalar ismining bosh harfini yozing.

1, 2, 3, 4, 5, 6, 7, 8, 9

0, 1, 2, 3, 4, 5, 6, 7, 8, 9

1, 2, 3, 4, 6, 7, 8, 9

1, 2, 3, 4, 5, 6, 7, 8, 9



**@ELEKTRON\_DARSLIKBOT** dan yuklab olindi.

3. Savolga javob topish uchun misollar tuzing va ularni yozing.

a) Amirga uyda bajarish uchun berilgan 8 ta vazifadan 3 tasi qoldi. Amir nechta vazifani bajarib bo'lgan?

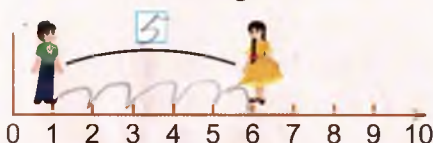
$$8 - 3 = 5$$

b) Dilshodning 10 nafar o'rtog'idan 2 nafari qiz bola. Dilshodning nechta nafar o'g'il bola o'rtog'i bor?

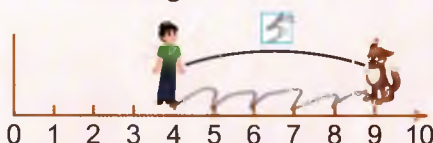
$$10 - 2 = 8$$

4. Qadamlab o'lchagan holda masofani aniqlang.

a) Kamron va Anora orasidagi masofa



b) Kamron va kuchukchasi orasidagi masofa



5. a) Son har safar 1 taga ortgan bo'lsa, qizil doiracha ichida qaysi son bo'lishi kerak?



b) Son har safar 2 taga kamaygan bo'lsa, havorang doiracha ichida qaysi son bo'lishi kerak?



6. 1-sinf o'quvchilari to'garak mashg'ulotida do'stlik haqida she'r o'qishdi. Kamron va Anora ikkalasi "Do'stlik" she'ridan 8 qator o'qidi. Agar Anora she'rning oxirgi 4 qatorini o'qigan bo'lsa, unda Kamron nechta qatorini o'qigan?

$$8 - 4 = 4$$

### 37. Qo'shish va ayirish orasidagi o'zaro bog'liqlik

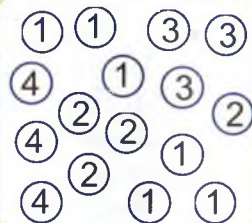
Qo'shish – ayirishga  
teskari amal.

Ayirish – qo'shishga teskari amal.

$$3 + 4 = 7$$

$$7 - 3 = 4$$

$$7 - 4 = 3$$



1. Ertalab sotuvchi 10 ta ko'ylakni sotish uchun rastaga qo'ydi. Agar kechqurun 2 ta ko'ylak sotilmay qolgan bo'lsa, nechta ko'ylak sotilganini topa olasizmi?

$$10 - 2 = 8$$

Berilgan misolning yechilishini tekshiring.

$$8 + 2 = 10$$



|   |   |   |   |   |  |   |  |   |  |
|---|---|---|---|---|--|---|--|---|--|
| H | + | Q | = | K |  | + |  | = |  |
|   | + |   | = | K |  | + |  | = |  |
| K | - | H | = | Q |  | - |  | = |  |
| K | - | Q | = | H |  | - |  | = |  |



2. O'qing va jadvalni to'ldiring.

|              |   |    |    |    |
|--------------|---|----|----|----|
| Qo'shiluvchi | 5 | 6  | 12 | 1  |
| Qo'shiluvchi | 3 | 13 | 2  | 9  |
| Yig'indi     | 8 | 9  | 10 | 11 |

|             |   |   |   |   |
|-------------|---|---|---|---|
| Kamayuvchi  | 8 | 4 | 9 | 2 |
| Ayiriluvchi | 3 | 7 | 8 | 6 |
| Ayirma      | 5 | 3 | 1 | 4 |



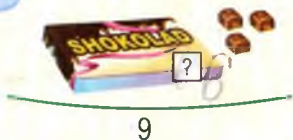
3. Rasmga qarab  
4 ta misol tuzing.



|  |   |  |   |  |
|--|---|--|---|--|
|  | + |  | = |  |
|  | + |  | = |  |
|  | - |  | = |  |
|  | - |  | = |  |



4. So'roq belgisi o'rnida qaysi son bo'lishi kerak?



9

$$9 - 3 = 6$$



8

$$8 - 3 = 5$$



10

$$10 - 6 = 4$$



5. Hisoblang va taqqoslang.

a)  $2 + 8 = 8 + 2$

d)  $1 + 1 + 1 + 4 < 3 + 3 + 3$

b)  $5 - 3 = 5 - 2$

e)  $2 + 4 + 2 = 1 + 6 + 1$



6. Bobur darsda chap tomondagi sinfdoshiga 3 ta, o'ng tomondagi sinfdoshiga 2 ta, oldidagi va orqadagi sinfdoshiga 1 tadan masala yechib berdi. Bobur hammasi bo'lib o'rtoqlariga nechta masala yechib berdi? U to'g'ri ish qildimi?

$$3 + 2 + 1 + 1 = 7$$



7. Ifodalarning qiymatini toping va maqolni bilib oling.

|    |             |   |             |   |             |   |             |
|----|-------------|---|-------------|---|-------------|---|-------------|
| CH | $3 + 1 + 1$ | T | $1 + 5 - 2$ | N | $6 + 3 - 8$ | S | $8 - 7 + 2$ |
| I  | $5 - 1 + 2$ | B | $8 - 2 + 3$ | U | $2 + 3 + 2$ |   |             |

|   |   |   |   |
|---|---|---|---|
| 7 | 3 | 4 | 6 |
|   |   |   |   |

|   |   |   |   |   |
|---|---|---|---|---|
| 9 | 7 | 4 | 7 | 1 |
|   |   |   |   |   |

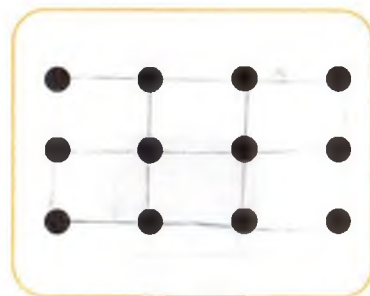
|   |   |   |
|---|---|---|
| 6 | 5 | 6 |
|   |   |   |

|   |   |   |   |   |
|---|---|---|---|---|
| 4 | 7 | 4 | 7 | 1 |
|   |   |   |   |   |



### 38. Qo'shishning o'rin almashtirish xossasi

Qo'shishning o'rin  
almashtirish xossasi:  
qo'shiluvchilarning o'zni almashtirilsa  
ham yig'indi o'zgarmaydi.  
 $a + b = b + a$



1. Salim kutubxonadan 4 ta darslik va 2 ta ertak kitobi oldi. U nechta kitobni kutubxonaga qaytarishi kerak? Butunni qizil, qismlarni esa ko'k qalamda aylanaga oling. Butunni ikkita har xil usul bilan toping.



$4 + 2 = 6$   $2 + 4 = 6$



2. Raqs to'garagiga birinchi sinf o'quvchilaridan 5 nafar qiz bola va 3 nafar o'g'il bola qatnashadi. Birinchi sinf o'quvchilaridan nechta nafari raqs to'garagiga qatnashadi? Yechimni ikki usul bilan yozing.

$5 + 3 = 8$   $3 + 5 = 8$



3. Nuqtalarning umumiy sonini ikki usul bilan toping va rasmini chizing.



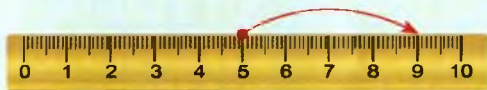
$2 + 3 = 5$   
 $3 + 2 = 5$



$4 + 5 = 9$   
 $5 + 4 = 9$

### 38. Qo'shishning o'rin almashtirish xossasi

4. Chizg'ich yordamida ikkita misol tuzing.  
Ularning umumiy va farqli tomonlarini ayting.



|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|
| 4 | + | 5 | = | 9 |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|

|  |  |  |  |  |   |   |   |   |   |  |  |  |  |  |  |  |
|--|--|--|--|--|---|---|---|---|---|--|--|--|--|--|--|--|
|  |  |  |  |  | 5 | + | 4 | = | 9 |  |  |  |  |  |  |  |
|--|--|--|--|--|---|---|---|---|---|--|--|--|--|--|--|--|

$3 + 7 = 7 + 3$  xossani chizg'ich yordamida tasvirlang.



Chizg'ichdan foydalangan holda o'rin almashtirish xossasiga misol o'ylab toping va chizing. Partadoshingizga shu xossani sonlar bilan yozishni taklif eting. So'ng u topshiriqni qanday bajarganini tekshiring.



|   |   |   |   |    |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|----|--|--|--|--|--|--|--|--|--|--|--|
| 4 | + | 7 | = | 11 |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|----|--|--|--|--|--|--|--|--|--|--|--|

|  |  |  |  |  |   |   |   |   |    |  |  |  |  |  |  |  |
|--|--|--|--|--|---|---|---|---|----|--|--|--|--|--|--|--|
|  |  |  |  |  | 7 | + | 4 | = | 11 |  |  |  |  |  |  |  |
|--|--|--|--|--|---|---|---|---|----|--|--|--|--|--|--|--|

5. Yozuvlar to'g'rimi? Agar noto'g'ri bo'lsa, ularni ustidan o'chiring.

|              |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|
| <del>9</del> | ≥ | 4 | + | 5 |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|

|              |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|
| <del>8</del> | ≥ | 8 | + | 1 |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|

|   |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|
| 9 | + | 7 | = | 7 | + | 9 |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|

6. 3 sonidan boshlab ketma-ket keluvchi 5 ta natural sonni yozing.

|   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 4 | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

8 sonidan boshlab ketma-ket keluvchi 4 ta sonni kamayish tartibida yozing.

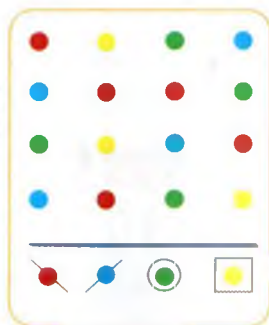
|   |    |    |    |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|----|----|----|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 9 | 11 | 13 | 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|----|----|----|--|--|--|--|--|--|--|--|--|--|--|--|--|



### 39. Qo'shish jadvali

Qo'shish natijalarini jadval ko'rinishida yozish mumkin:

|   |   |   |    |    |    |    |    |    |    |
|---|---|---|----|----|----|----|----|----|----|
| + | 1 | 2 | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 1 | 2 | 3 | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 2 | 3 | 4 | 5  | 6  | 7  | 8  | 9  | 10 |    |
| 3 | 4 | 5 | 6  | 7  | 8  | 9  | 10 |    |    |
| 4 | 5 | 6 | 7  | 8  | 9  | 10 |    |    |    |
| 5 | 6 | 7 | 8  | 9  | 10 |    |    |    |    |
| 6 | 7 | 8 | 9  | 10 |    |    |    |    |    |
| 7 | 8 | 9 | 10 |    |    |    |    |    |    |



1. Bola katta bo'lguncha, turli yoshida qanday uy ishlarini bajarishi mumkinligini jadvaldan aniqlang.

| Bajariladigan ishlar                    | 6-7 yosh | 8-9 yosh | 10 yosh |
|---|----------|----------|---------|
| Polni artish                            | +        | +        | +       |
| Chiqindini tashlab kelish               | +        | +        | +       |
| O'rin-to'shagini to'g'rilash            | +        | +        | +       |
| Ro'yxat bo'yicha oziq-ovqat sotib olish |          |          | +       |
| Mayda kiyimlarni yuvish                 |          | +        | +       |
| Chang artish                            | +        | +        | +       |
| Hammasi                                 |          |          | +       |

2. Jadval yordamida misollarni yeching.

|              |              |             |
|--------------|--------------|-------------|
| $6 + 3 = 9$  | $2 + 8 = 10$ | $6 + 2 = 8$ |
| $7 + 3 = 10$ | $3 + 5 = 8$  | $3 + 2 = 5$ |



3. Bu uchta qo'shish jadvalida siz nimani ko'ryapsiz?



4. Jadvaldan foydalanib, bir nechta amalli misol tuzing va uni yozing.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 0 | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 0 | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 0 | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |

- 1) 3-ustunning 4-qatoridagi sonni yozing;
  - 2) Unga 7-ustunning 6-qatoridagi sonni qo'shing;
  - 3) Hosil bo'lgan songa jadvaldagi eng birinchi sonni qo'shing;
  - 4) Hosil bo'lgan sondan eng chapgi ustundagi eng pastki sonni ayiring;
  - 5) Natijaga 5-ustunning 5-qatoridagi sonni qo'shing.
- Qanday son chiqdi?

$$4 + 2 + 1 - 3 + 3 = 7$$



5. O'qituvchi Akmal bilan Madinadan rasmga qarab misol yozishni so'radi.  
 Madina doskaga  $4 + 2 = 6$  ifodasini yozdi.  
 Akmal doskaga  $6 - 2 = 4$  ifodasini yozdi.  
 Ular nega bunday yozganini tushuntirib bering.





## 40. Taqqoslash xossasi

$6 > 3$  bo'lgani sababli


$a + 6 > a + 3$  bo'ladi





1. Taqqoslang.

|         |           |         |  |  |         |           |         |  |  |
|---------|-----------|---------|--|--|---------|-----------|---------|--|--|
| $2 + 3$ | $\square$ | $2 + 4$ |  |  | $3 + 5$ | $\square$ | $3 + 4$ |  |  |
| $4 + 5$ | $\square$ | $5 + 5$ |  |  | $5 + 3$ | $\square$ | $3 + 5$ |  |  |

2. Rasmlarga qarab misollar tuzing. Taqqoslang.

a)   $9 + 3 = 12$

b)   $5 + 4 = 9$

d)   $8 - 5 = 3$

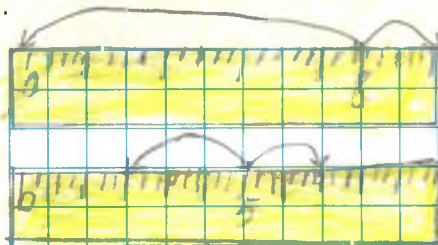
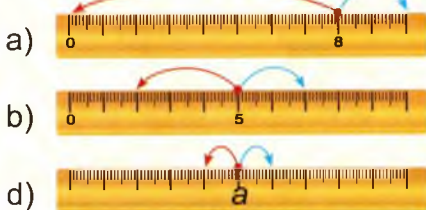
3.  $a$  – noldan boshqa istalgan son bo'lsin. Taqqoslang.

|         |           |         |  |  |         |           |         |  |  |
|---------|-----------|---------|--|--|---------|-----------|---------|--|--|
| $a + 9$ | $\square$ | $a + 5$ |  |  | $a + 0$ | $\square$ | $a - 0$ |  |  |
| $a + 5$ | $\square$ | $a + 4$ |  |  | $a + 3$ | $\square$ | $a + 4$ |  |  |

4. Mashqda 10 ta so'z berilgan. So'zlarni yozishda Komil 3 ta so'zda, Malika esa 2 ta so'zda xato qildi. Kim ko'p to'g'ri so'z yozdi?  $10 - 3 = 7$



5. Ko'rsatkichlar qaysi sonlarni ko'rsatmoqda? Shu sonlarni chizg'ichda yozib ko'rsating.



6. 1-sinfda diktant 10 ta so'zdan iborat bo'lishi kerak. Diktantning boshlanishi bunday: "Kuz keldi. Qushlar uchib ketdi. Daraxtlar bargi to'kildi". Diktantning tugashi uchun quyidagi gaplardan mosini tanlang.

- Daraxtlar uyquga ketdi.
- Qor yog'di va daryolar muzladi.
- Kunlar sovidi.
- Birinchi qor yog'di.



7. Jadvalda berilgan harflardan foydalanib hosil bo'lgan so'zni toping.

- 2-qator 1-ustun
- 4-qator 2-ustun
- 5-qator 3-ustun
- 4-qator 4-ustun
- 3-qator 4-ustun
- 2-qator 5-ustun

|   | 1 | 2 | 3 | 4 | 5  |
|---|---|---|---|---|----|
| 1 | B | Y | O | U | O' |
| 2 | M | S | J | R | L  |
| 3 | K | T | G | I | V  |
| 4 | D | A | H | Z | Q  |
| 5 | E | X | N | F | K  |



8. Qonuniyatni aniqlang va ikki chekkadagi yakunlanmagan rasmlarni oxirigacha chizing.



## 41. Ifodalar

Sonlardan va amal belgilaridan iborat matematik yozuv sonli ifoda deb ataladi.  
Uni hisoblash natijasi sonli ifodaning qiymati deb ataladi.



qiymati

$$2+6=8$$

ifoda



1. Yugurish musobaqasida 1-“A” sinfdan 2 nafar o'quvchi, 1-“B” sinfdan 5 nafar o'quvchi qatnashdi. Agar har bir ishtirokchi faxriy yorliq bilan mukofotlangan bo'lsa, nechta faxriy yorliq tarqatildi. Ifoda tuzing.

$$2 + 5 = 7$$



2. Namuna bo'yicha ifodalarni soddalashtiring va qiymatlarini toping.

Namuna:

$$7 + \overset{2}{1+1} = 7 + 2 = 9$$

$$7 + 1 + 1 + 1 = 10$$

$$6 + \overset{2}{1+1} = 8$$



3. Ifodalarni yeching. Hosil bo'lgan amallarni o'qing.  
Namuna: besh va uch sonlari yig'indisi sakkizga teng –  $5 + 3 = 8$ .

$$7 + 2 = 9$$

$$5 + 4 = 9$$

$$9 + 0 = 9$$

$$8 + 1 = 9$$

$$6 + 4 = 10$$

$$2 + 6 = 8$$

besh va uch sonlari ayirmasi ikkiga teng –  $5 - 3 = 2$ .

$$7 - 2 = 5$$

$$5 - 4 = 1$$

$$9 - 3 = 6$$

$$9 - 1 = 8$$

$$8 - 4 = 4$$

$$2 - 1 = 1$$



4. Matematik tilda yozing.  
To'g'ri misollarni belgilang.

|  |              |
|--|--------------|
| Uch va yetti sonlari yig'indisi o'nga teng.  | $3 + 7 = 10$ |
| Sakkiz va olti sonlari ayirmasi uchga teng.  | $8 - 6 = 2$  |
| Besh va bir sonlari yig'indisi yettiga teng. | $5 - 1 = 4$  |
| O'n va to'qqiz sonlari ayirmasi birga teng.  | $10 - 9 = 1$ |



5. 2019-yil sentabr oyida Janubiy Koreyaning Chxonju shahrida o'zbek milliy kurashi bo'yicha jahon chempionati bo'lib o'tdi. Bahsning birinchi kuni O'zbekiston jamoasining natijalari bunday bo'ldi:



1-o'rin



2-o'rin



3-o'rin

Birinchi kuni O'zbekiston kurashchilari nechta medal yutdilar? Ifoda tuzing va uning qiymatini toping.

$$1 + 2 + 2 = 5$$



6. Rasmda sportning qaysi turlari ramzlari tasvirlangan?  
Ularning qoidalarini bilasizmi?



Bu sport turlarining har birida jamoalarda necha nafardan ishtirokchi bo'lishi kerakligini kataklarga yozing. Shu sonlarni taqqoslab, bir nechta ifoda tuzing.

$$1 + 2 + 4 = 7$$



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**I.V. Repyova**

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# Matematika

## 1-sinf

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