



Ustoz ko'makchi
metodik markazi

2
sinf

✓ Mavzulashtirilgan

✓ Uzlaksiz metodli

Matematika

yozuv kitobi

Maktab dasturini o'zlashtirishda
ko'makchi qo'llanma



4

QISM

1

2

3

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2-sinf **MATEMATIKA**

Yozuv kitobi

Maktab dasturini o'zlashtirishda ko'makchi qo'llanma
4-Qism

"Ustoz ko'makchi metodik markazi" tomonidan tuzilgan.

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Qo'llanmadan foydalanish yo'riqnomasi

Assalomu alaykum, hurmatli ilmsevar ustozlar va ota-onalar!

Qo'lingizdagi ushbu metodik qo'llanma 2-sinf maktab dasturi doirasida mavzulashtirilgan bo'lib, o'quvchilarga matematikaning mohiyatini chuqurroq anglashda yordam berish uchun ishlab chiqilgan.

Yozuv kitobidan foydalanish jarayonida qo'shimcha daftar tutishga hojat bo'lmaydi. Darslar izchil ketma-ketlikda kelgan bo'lib, misollardagi bo'sh qoldirilgan o'rinlarni ko'rsatilgan namunadagi kabi to'ldirib borish orqali o'quvchi maktab dasturini oson va samarali o'zlashtirishi maqsad qilingan.

Har bir dars "Tushuntirish" qismi bilan boshlanadi. So'ngra **"Sinf ishi"** va **"Uy ishi"** sahifalaridagi misollarga o'tiladi.

Siz, hurmatli ustozlardan, "Tushuntirish" qismini o'qib eshittirishingiz, tushuntirishingiz va **"Sinf ishi"** sahifasidagi misollarni birgalikda ishlashingiz so'raladi.

"Uy ishi" sahifalaridagi misollar esa bolajonlarga mustaqil bajarish uchun topshiriladi. O'quvchilarning yosh xususiyatlari hisobga olinib, **"Uy ishi"** mashqlari **"Sinf ishi"** dagi misollar uslubiga o'xshash tarzda tuzilgan. Bu metod ularga qiyinchilik tug'dirmasdan, o'rganilgan bilimni yanada mustahkamlashga yordam berishi kitob yozilishi jarayonida amalda qo'llanilganda o'z tasdig'ini topgan.

Mustaqil bajarilgan mashqlarning to'g'ri yechilganligini muntazam tekshirib borilishi kitob samaradorligini yanada oshiradi.

Kitob maktabdagi to'garak mashg'ulotlarida, repetitorlik kurslarida, shuningdek, uy sharoitida ota-onalar ko'magida foydalanish uchun mo'ljallangan. Bunda ustozning aralashuvini imkon qadar kamaytirishga harakat qilingan. Qo'llanmadan maktab mavzulariga moslab foydalanish ham mumkin, ammo uni bir boshidan izchil o'rganilsa maqsadga muvofiqroq bo'ladi.

Mazkur qo'llanma 2-sinf o'quv dasturiga asoslangan bo'lsa-da, 3-sinf o'quvchilari uchun ham bilimlarni mustahkamlash vositasi sifatida tavsiya etiladi.

"Ustoz-Ko'makchi" metodik markazi ushbu qo'llanma yuzasidan barcha ustozlar bilan tajriba almashishni taklif etadi. Qo'llanma samaradorligini oshirish bo'yicha o'z taklif va mulohazalaringiz bo'lsa [@ustozkomakchi_admin](https://t.me/ustozkomakchi_admin) telegram manziliga jo'natishingiz mumkin.

Bu qo'llanma muallif mulkidir. Uni ruxsatsiz tijorat maqsadida nusxalash taqiqlangan. Sotib olish imkoni cheklanganda o'quvchi o'z ehtiyoji uchun nusxalashi mumkin.

"Ustoz-Ko'makchi" metodik markazi ta'lim rivoji yo'lida:

- o'qituvchiga,
- o'quvchiga,
- ota-onaga ko'makchidir!



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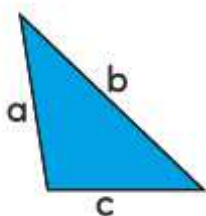
49-Dars

Perimetr

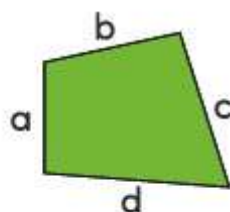


Ko'pburchakning barcha tomonlari uzunliklari yig'indisi **perimetr** deyiladi.

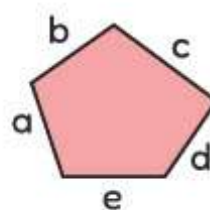
Perimetrni qisqacha P harfi bilan belgilanadi.



$$P = a + b + c$$



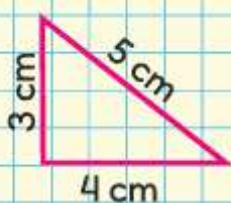
$$P = a + b + c + d$$



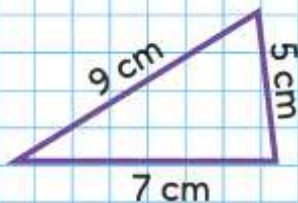
$$P = a + b + c + d + e$$

1

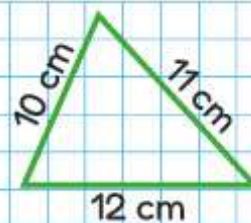
Uchburchaklarning perimetrini toping.



$$P = 3 + 4 + 5 = 12 \text{ cm}$$



$$P = \square + \square + \square = \square \text{ cm}$$



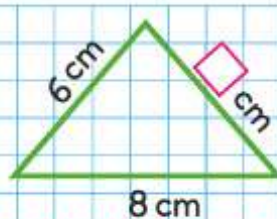
$$P = \square + \square + \square = \square \text{ cm}$$

2

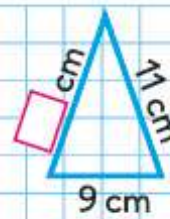
Teng yonli uchburchaklarning perimetrini toping.



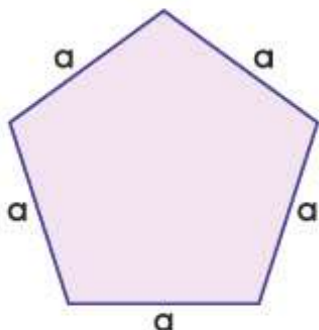
$$P = 7 + 7 + 6 = 20 \text{ cm}$$



$$P = \square + \square + \square = \square \text{ cm}$$



$$P = \square + \square + \square = \square \text{ cm}$$



Agar ko'pburchakning hamma tomonlari teng bo'lsa, u **muntazam ko'pburchak** deyiladi. Muntazam ko'pburchakning perimetrini osonroq topish uchun bir tomon uzunligini tomonlar soniga ko'paytirish kerak.

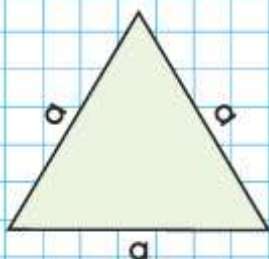
Masalan **muntazam beshburchakning perimetri**:

$$P = a + a + a + a + a.$$

Yoki: $P = 5 \cdot a.$

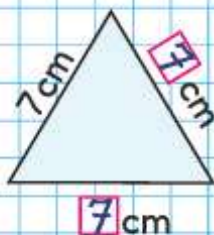
3

Teng tomonli uchburchaklarning perimetrini 2 xil usulda hisoblang.



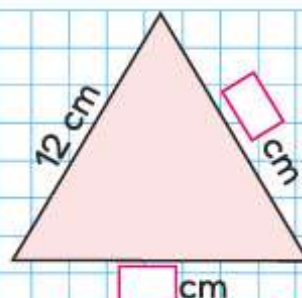
1) $P = a + a + a$

2) $P = 3 \cdot a$



1) $P = 7 + 7 + 7 =$

2) $P = 3 \cdot 7 =$

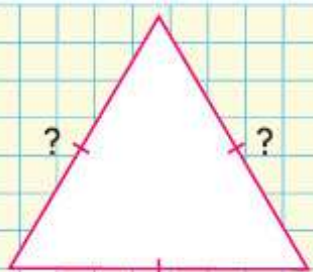


1) $P = + + =$

2) $P = \cdot =$

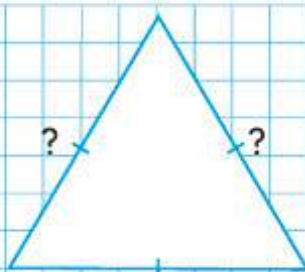
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Teng tomonli uchburchakning perimetri ma'lum. Tomonlarining uzunligini toping.

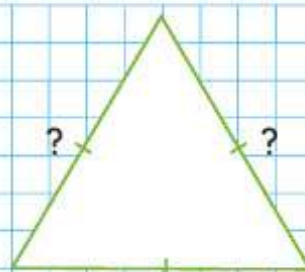


$P = 24 \text{ dm}$

$24 : 3 = 8 \text{ dm}$



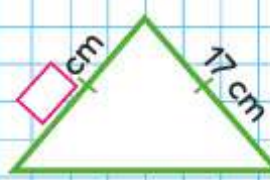
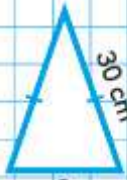
$P = 30 \text{ cm}$



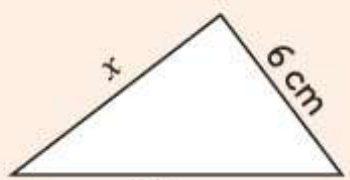
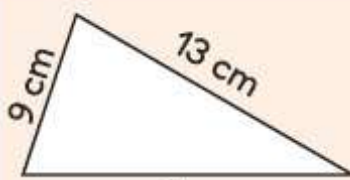
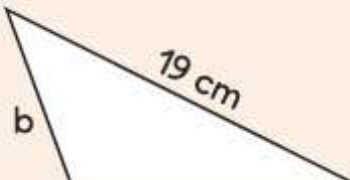
$P = 27 \text{ m}$



- 5 Teng yonli uchburchaklarning perimetri va bitta yon tomoni ma'lum. Noma'lum tomonlarining uzunligini toping.

 P = 78 cm $20 \cdot 2 = 40 \text{ cm}$ $78 - 40 = 38 \text{ cm}$	 P = 54 cm	 P = 82 cm
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- 6 Uchburchaklarning perimetri va 2 ta tomoni ma'lum. Noma'lum tomonining uzunligini toping.

 P = 24 cm $x + 6 + 10 = 24 \text{ cm}$ $x + 16 = 24 \text{ cm}$ $x = 24 - 16$ $x = 8 \text{ cm}$ $8 + 6 + 10 = 24 \text{ cm}$ $24 \text{ cm} = 24 \text{ cm}$	 P = 38 cm $a + 9 + 13 = 38 \text{ cm}$	 P = 42 cm
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50-Dars

Yaxlit sonlarni ko'paytirish



Yaxlit sonlarni ko'paytirishda:

- 1) Sonlarning oxiridagi nollarni xayolan olib turamiz.
- 2) Nollarsiz sonlarni ko'paytiramiz.
- 3) Ko'paytmaning o'ng tomoniga, nechta nol olib turgan bo'lsak shuncha nolni qo'shib yozamiz.

Masalan: $\begin{array}{|c|c|} \hline 3 & 0 \\ \hline \end{array} \times \begin{array}{|c|c|c|} \hline 6 & 0 & 0 \\ \hline \end{array} = \begin{array}{|c|c|c|c|c|} \hline 1 & 8 & 0 & 0 & 0 \\ \hline \end{array}$

3×6

1 Yuqoridagi qoidani qo'llagan holda hisoblang.

$\begin{array}{ c c } \hline 2 & 0 \\ \hline \end{array} \times \begin{array}{ c } \hline 7 \\ \hline \end{array} = \begin{array}{ c c c } \hline 1 & 4 & 0 \\ \hline \end{array}$	$5 \times \begin{array}{ c c } \hline 8 & 0 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$	$\begin{array}{ c c c } \hline 1 & 0 & 0 \\ \hline \end{array} \times \begin{array}{ c } \hline 7 \\ \hline \end{array} = \begin{array}{ c c c } \hline & 0 & 0 \\ \hline \end{array}$
$\begin{array}{ c c } \hline 3 & 0 \\ \hline \end{array} \times \begin{array}{ c } \hline 7 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$	$6 \times \begin{array}{ c c } \hline 3 & 0 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$	$\begin{array}{ c c c } \hline 2 & 0 & 0 \\ \hline \end{array} \times \begin{array}{ c } \hline 3 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$
$\begin{array}{ c c } \hline 4 & 0 \\ \hline \end{array} \times \begin{array}{ c } \hline 4 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$	$\begin{array}{ c c } \hline 8 & 0 \\ \hline \end{array} \times \begin{array}{ c } \hline 8 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$	$\begin{array}{ c c c } \hline 1 & 0 & 0 \\ \hline \end{array} \times \begin{array}{ c } \hline 7 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$
$4 \times \begin{array}{ c c } \hline 6 & 0 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$	$8 \times \begin{array}{ c c } \hline 7 & 0 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$	$\begin{array}{ c c c } \hline 4 & 0 & 0 \\ \hline \end{array} \times \begin{array}{ c } \hline 6 \\ \hline \end{array} = \begin{array}{ c c c } \hline & & \\ \hline \end{array}$

2 Yaxlit sonlarni namuna asosida ko'paytiring.

$$3 \cdot 100 = \underline{300}$$

$$3 \cdot 400 = (\underline{3} \cdot \underline{4}) \cdot \underline{100} = \underline{1200}$$

$$5 \cdot 1000 = \underline{\hspace{2cm}}$$

$$5 \cdot 9000 = (\underline{5} \cdot \underline{9}) \cdot \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

$$20 \cdot 30 = (\underline{2} \cdot \underline{3}) \cdot \underline{100} = \underline{\hspace{2cm}}$$

$$20 \cdot 300 = (\underline{2} \cdot \underline{3}) \cdot \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

$$40 \cdot 30 = (\underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}}) \cdot \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

$$400 \cdot 30 = \underline{\hspace{2cm}}$$

$$8 \cdot 9000 = \underline{\hspace{2cm}}$$

1 Hisoblang.

$8 \times 10 = \square \square$

$50 \times 6 = \square \square \square$

$60 \times 7 = \square \square \square$

$9 \times 70 = \square \square \square$

$5 \times 50 = \square \square \square$

$7 \times 90 = \square \square \square$

$60 \times 4 = \square \square \square$

$90 \times 9 = \square \square \square$

$100 \times 6 = \square \square \square$

$200 \times 4 = \square \square \square$

$300 \times 8 = \square \square \square \square$

$400 \times 10 = \square \square \square \square$

2 Yaxlit sonlarni ko'paytiring.

$6 \cdot 100 = \underline{\hspace{2cm}}$

$6 \cdot 200 = (\underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}}) \cdot \underline{00} = \underline{\hspace{2cm}}$

$60 \cdot 20 = (\underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}}) \cdot \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

$6 \cdot 50 = (\underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}}) \cdot \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

$8 \cdot 400 = (\underline{\hspace{1cm}} \cdot \underline{\hspace{1cm}}) \cdot \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

$80 \cdot 400 = \underline{\hspace{2cm}}$

$5 \cdot 3000 = \underline{\hspace{2cm}}$

$5 \cdot 4000 = \underline{\hspace{2cm}}$

$2 \cdot 10000 = \underline{\hspace{2cm}}$

$5 \cdot 10000 = \underline{\hspace{2cm}}$

3 Yaxlit sonlarni ko'paytiring.

$8 \cdot 1000 = \square \square \square \square$

$8 \cdot 2000 = \square \square \square \square \square$

$50 \cdot 300 = 15 \square \square \square$

$5 \cdot 3000 = \square \square \square \square \square$

$5000 \cdot 3 = \square \square \square \square \square$

$40 \cdot 300 = \square \square \square \square \square$

$12 \cdot 1000 = \square \square \square \square \square$

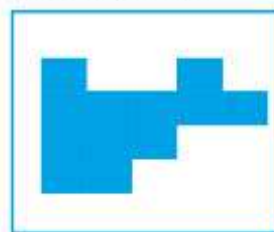
$1000 \cdot 36 = \square \square \square \square \square$

52-Dars

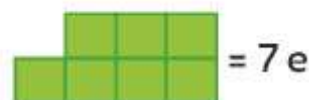
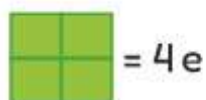
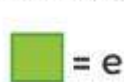
Yuza



Yuz – bu shakl sirtining tekislikda egallagan maydoni.

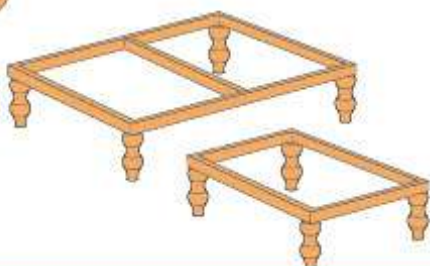


Qaysi shakl ko'proq joyni egallasa, o'sha shakl kattaroq bo'ladi. Shakllar yuzini solishtirish uchun ularni bir xil o'lchov bilan o'lchash kerak:



Usta 2 xil xontaxta yasadi. Yasash jarayoni 2 bosqichdan iborat.

1



Xontaxtamiz deyarli tayyor, lekin nimadir yetishmayapti.

Haa! Ularning yuzasi yo'q. Yuzalarni o'rnatish vaqti keldi.



Katta xontaxta uchun 2 ta taxtali yuza kerak bo'ladi.

2



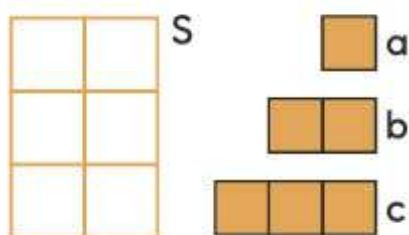
Endi xonataxtamizning yuzasi bor. Uning ustiga bimalol narsa qo'ya olamiz.



Kichik xontaxta uchun 1 ta taxtali yuza kerak bo'ladi.

1

Usta pol yuzasini yamashga hozirladi. Unda 3 xil taxtachalar bor. Polning yuzasini "S" deb belgilaymiz. Taxtachalarga "a", "b", "c" deb nom beramiz. U qaysi taxtachadan foydalanganda nechta dona kerak bo'lishini aniqlang.



Yechish:

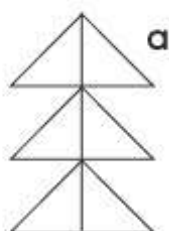
$$S = \square a$$

$$S = \square b$$

$$S = \square c$$

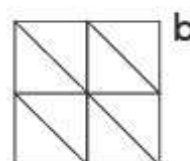
2

"e" deb nomlangan shakllarni o'lchov qilib olgan holda, berilgan shakllarning yuzasini o'lchang va taqqoslang.

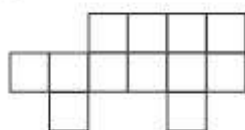


$$a = 6 e$$

$$a < b$$

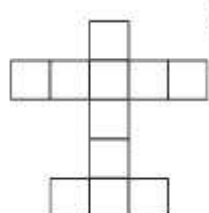


$$b = 8 e$$

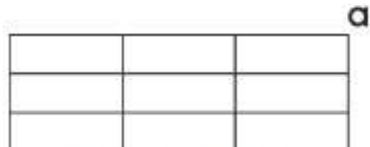


$$a = \square e$$

$$a < b$$

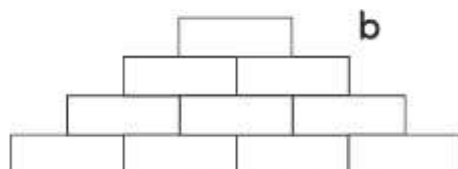


$$b = \square e$$



$$a = \square e$$

$$a < b$$



$$b = \square e$$

55-Dars

Ikki xonali sonni bir xonali songa ko'paytirish



Ikki xonali sonni bir xonali songa 2 xil usulda ko'paytirish mumkin.

1. Xona qo'shiluvchilariga ajratgan holda ko'paytirish.
2. Ustun shaklida ko'paytirish.

Xona qo'shiluvchilariga ajratib ko'paytirish:

$$34 \cdot 2 = ?$$

30 4

1) $30 \cdot 2 = 60$

2) $4 \cdot 2 = 8$

3) $60 + 8 = 68$

$34 \cdot 2 = 68$

Yoki: $34 \cdot 2 = (30 + 4) \cdot 2 = 30 \cdot 2 + 4 \cdot 2 = 60 + 8 = 68$

1 Namunadagi kabi hisoblang.

$$15 \cdot 5 = ?$$

10 5

1) $10 \cdot 5 = \square$

2) $5 \cdot 5 = \square$

3) $\square + \square = \square$

$15 \cdot 5 = \square$

$$27 \cdot 3 = ?$$

20 7

1) $20 \cdot 3 = \square$

2) $\square \cdot 3 = \square$

3) $\square + \square = \square$

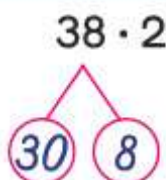
$27 \cdot 3 = \square$



2

Ikki xonali sonni xona qo'shiluvchulariga ajratgan holda bir xonali songa ko'paytiring.

$$38 \cdot 2 = ?$$

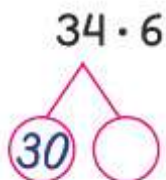


$$\begin{array}{r} 30 \cdot 2 = 60 \\ 8 \cdot 2 = 16 \\ \hline \text{Javob: } 76 \end{array}$$

Yoki:

$$38 \cdot 2 = (30 + 8) \cdot 2 = 30 \cdot 2 + 8 \cdot 2 = \square + \square = \square$$

$$34 \cdot 6 = ?$$

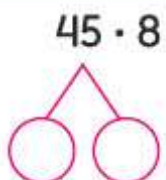


$$\begin{array}{r} \square \cdot 6 = \square \\ \square \cdot 6 = \square \\ \hline \text{Javob: } \square \end{array}$$

Yoki:

$$34 \cdot 6 = (\square + \square) \cdot 6 = \square \cdot 6 + \square \cdot 6 = \square + \square = \square$$

$$45 \cdot 8 = ?$$



$$\begin{array}{r} \square \cdot \square = \square \\ \square \cdot \square = \square \\ \hline \text{Javob: } \square \end{array}$$

Yoki:

$$45 \cdot 8 = (\square + \square) \cdot \square = \square \cdot \square + \square \cdot \square = \square + \square = \square$$

$$78 \cdot 3 = ?$$



$$\begin{array}{r} \square \cdot \square = \square \\ \square \cdot \square = \square \\ \hline \text{Javob: } \square \end{array}$$

Yoki:

$$78 \cdot 3 = (\square + \square) \cdot \square = \square \cdot \square + \square \cdot \square = \square + \square = \square$$

1 Bo'sh kataklarga mos keluvchi sonlarni yozing.

$5 \times \square = 5$

$5 \times \square = 50$

$5 \times \square = 500$

$50 \times \square = 500$



$5 : 5 = \square$

$50 : 5 = \square$

$500 : 5 = \square$

$500 : 50 = \square$



$5 : 1 = \square$

$50 : 10 = \square$

$500 : 100 = \square$

$500 : 10 = \square$

2 Bo'sh kataklarga mos keluvchi sonlarni yozing. Noma'lum ko'paytuvchining qanday topilishiga e'tibor bering.

$5 \times \square = 35$

$35 : 5 = \square$

$35 : 7 = \square$

$9 \times \square = 54$

$54 : 9 = \square$

$54 : 6 = \square$

$\square \times 8 = 32$

$32 : \square = \square$

$32 : \square = \square$

$\square \times 6 = 42$

$\square : \square = \square$

$\square : \square = \square$

3 Tenglamalarni yeching.

1) $x + 68 = 193$

$x = 193 - 68$

$x = \square$

2) $x + 38 = 338$

$x = \square - \square$

$x = \square$

3) $185 + x = 295$

$x = \square - \square$

$x = \square$

4 Bo'sh kataklarni to'ldirish orqali tenglamalarni yeching.

1

$$x \cdot 6 = 42$$

$$x = 42 \div 6$$

$$x = \boxed{}$$

Tekshirish:

$$\boxed{} \cdot \boxed{} = \boxed{}$$

$$\boxed{} = \boxed{}$$

2

$$4 \cdot z = 32$$

$$\boxed{} = \boxed{} \div \boxed{}$$

$$\boxed{} = \boxed{}$$

Tekshirish:

$$\boxed{} \cdot \boxed{} = \boxed{}$$

$$\boxed{} = \boxed{}$$

3

$$x \cdot 3 = 18$$

$$x = \boxed{} \div \boxed{}$$

$$x = \boxed{}$$

Tekshirish:

$$\boxed{} \cdot \boxed{} = \boxed{}$$

$$\boxed{} = \boxed{}$$

4

$$9 \cdot x = 72$$

$$\boxed{} = \boxed{} \div \boxed{}$$

$$\boxed{} = \boxed{}$$

Tekshirish:

$$\boxed{} \cdot \boxed{} = \boxed{}$$

$$\boxed{} = \boxed{}$$

5

$$x \cdot 8 = 48$$

$$x = \boxed{} \div \boxed{}$$

$$x = \boxed{}$$

Tekshirish:

$$\boxed{} \cdot \boxed{} = \boxed{}$$

$$\boxed{} = \boxed{}$$

6

$$7 \cdot x = 49$$

$$\boxed{} = \boxed{} \div \boxed{}$$

$$\boxed{} = \boxed{}$$

Tekshirish:

$$\boxed{} \cdot \boxed{} = \boxed{}$$

$$\boxed{} = \boxed{}$$

7

$$10 \cdot a = 70$$

Tekshirish:

8

$$x \cdot 20 = 40$$

Tekshirish:

9

$$378 \cdot x = 378$$

Tekshirish:

60-Dars

Sonlarni ustun shaklida bo'lish



$$68 : 2 = ?$$

Ustun shaklida bo'lishni bosqichma-bosqich o'rganamiz.

- 1)
$$\begin{array}{r} 68 \overline{) 2} \end{array}$$
 Ifodani ustun shaklida yozib olamiz.
- 2)
$$\begin{array}{r} \overline{6}8 \overline{) 2} \end{array}$$
 Bo'linuvchining chap tomonidan bitta raqam ajratib olamiz.
- 3)
$$\begin{array}{r} \overline{6}8 \overline{) 2} \\ \underline{3} \end{array}$$
 Ajratib olingan raqam (6) ni bo'luvchiga bo'lib (6:2), natija (3) ni bo'luvchining ostidan yozamiz.
- 4)
$$\begin{array}{r} \overline{6}8 \overline{) 2} \\ \underline{6} \quad \underline{3} \\ 0 \end{array} \times$$
 Natijani bo'luvchiga ko'paytiramiz va chiqqan sonni ajratib olingan raqam (6) ning ostiga yozib, undan ayiramiz.
- 5)
$$\begin{array}{r} \overline{6}8 \overline{) 2} \\ \underline{6} \downarrow \underline{3} \\ 08 \end{array}$$
 Bo'linuvchining keyingi xonasidagi raqamini ajratib olamiz va to'g'ri pastga tushiramiz.
- 6)
$$\begin{array}{r} \overline{6}8 \overline{) 2} \\ \underline{6} \downarrow \underline{3} \underline{4} \\ 08 \end{array}$$
 Pastda hosil bo'lgan son (8) ni bo'luvchi (2) ga bo'lib (8:2), natija (4) ni avvalgi natija (3) ning o'ng tomoniga yozamiz.
- 7)
$$\begin{array}{r} \overline{6}8 \overline{) 2} \\ \underline{6} \downarrow \underline{3} \underline{4} \\ \underline{0} \underline{8} \\ \underline{8} \\ 0 \end{array} \times$$
 Bu natija (4) ni ham bo'luvchiga ko'paytirib (4·2), chiqqan sonni keyingi ajratilgan son (8) ning ostiga yozamiz va undan ayiramiz. Ayirish natijasi nol (0) ga teng bo'lganda bo'lishni to'xtatamiz. **Demak, $68 : 2 = 34$ ekan.**



1

Bo'lishni namunadagi kabi ustun shaklida amalga oshiring.

$$82 : 2 = 41$$

$$\begin{array}{r} 82 \overline{) 82} \\ \underline{82} \\ 0 \end{array}$$

$$48 : 4 = \underline{\quad}$$

$$\begin{array}{r} \overline{) 48} \\ \end{array}$$

$$63 : 3 = \underline{\quad}$$

$$\begin{array}{r} \overline{) 63} \\ \end{array}$$

$$77 : 7 = \underline{\quad}$$

$$\begin{array}{r} \overline{) 77} \\ \end{array}$$

$$66 : 2 = \underline{\quad}$$

$$\begin{array}{r} \overline{) 66} \\ \end{array}$$

$$88 : 4 = \underline{\quad}$$

$$\begin{array}{r} \overline{) 88} \\ \end{array}$$

$$68 : 2 = \underline{\quad}$$

$$\begin{array}{r} \overline{) 68} \\ \end{array}$$

$$84 : 4 = \underline{\quad}$$

$$\begin{array}{r} \overline{) 84} \\ \end{array}$$

$$55 : 5 = \underline{\quad}$$

$$\begin{array}{r} \overline{) 55} \\ \end{array}$$

$$99 : 9 = \underline{\quad}$$

$$88 : 2 = \underline{\quad}$$

$$84 : 2 = \underline{\quad}$$

62-Dars

Kasrlar



$$\frac{a}{b}$$

Bu ko'rinishdagi ifodalar **kasrlar** deb ataladi.

a harfi o'rnidagi son kasrning **surati**;

b harfi o'rnidagi son esa, kasrning **maxraji** deyiladi

Ularni ajratib turuvchi chiziq kasr chizig'i deb nomlangan.

$$\frac{1}{2} \quad \frac{\text{bir}}{\text{ikkidan}}$$

Surat

Kasr chizig'i

Maxraj

$$\frac{1}{2}$$

Nechta bo'lak
bo'algani

Shakl nechta
bo'lakka bo'lingani

Doira ulushlarining kasrlarda ifodalanishi.



1



$\frac{1}{2}$



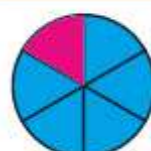
$\frac{1}{3}$



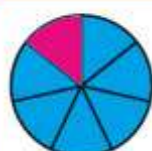
$\frac{1}{4}$



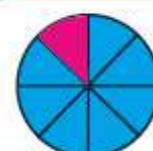
$\frac{1}{5}$



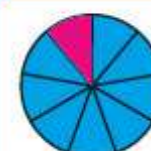
$\frac{1}{6}$



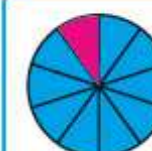
$\frac{1}{7}$



$\frac{1}{8}$



$\frac{1}{9}$



$\frac{1}{10}$



1

Kasrlarning o'qilishini hamda surat va maxrajlarini namunadagi kabi yozing.

1) $\frac{1}{2} \rightarrow$ surat
 $\frac{1}{2} \rightarrow$ maxraj
ikkidan bir

2) $\frac{2}{3} \rightarrow$
 $\frac{2}{3} \rightarrow$

3) $\frac{5}{9} \rightarrow$
 $\frac{5}{9} \rightarrow$

4) $\frac{7}{8} \rightarrow$
 $\frac{7}{8} \rightarrow$

2

Shakllarning bo'yalgan qismlarini namunadagi kabi yozing.



ikkidan bir

$\frac{bir}{ikkidan}$

$\frac{1}{2}$







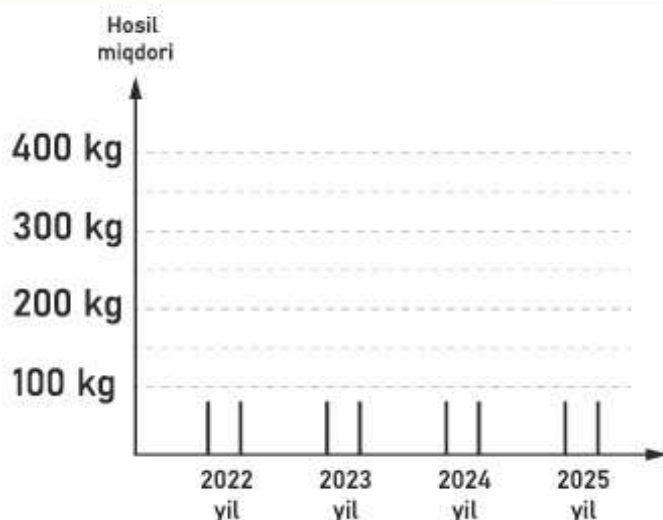
$\frac{bir}{uchdan}$



1

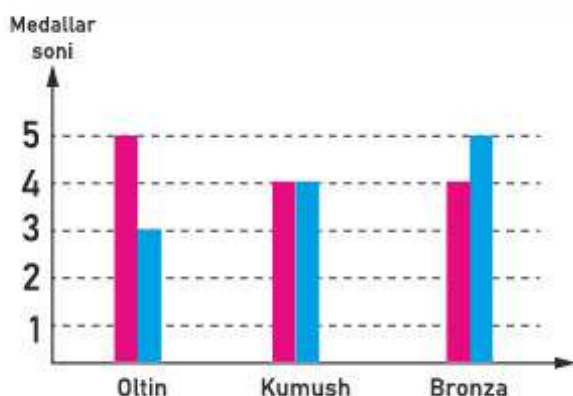
Abdujabbor bobo bog'idan har yili har xil miqdorda anor hosili oladi. Quyidagi jadval ma'lumotlariga asoslanib diagramma tuzing.

Yil	Hosil miqdori	Meva
2022-yil	100 kg	Anor
2023-yil	350 kg	Anor
2024-yil	200 kg	Anor
2025-yil	400 kg	Anor



2

O'tkazilgan matematika olimpiadasida O'zbekiston va Turkiya terma jamoalari olgan medallar soni diagrammada berilgan. Diagramma ma'lumotlaridan foydalanib jadvalni to'ldiring. Jadval ma'lumotlari asosida quyidagi savollarga javob bering.



■ — O'zbekiston
■ — Turkiya

Davlat \ Medallar	Oltin	Kumush	Bronza
O'zbekiston			
Turkiya			

1) O'zbekiston jamoasining qo'lga kiritgan jami medallari soni nechta? _____

2) Turkiya jamoasining qo'lga kiritgan jami medallari soni nechta? _____

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