

USING STRATEGIES FOR TEACHING WITH BLOOM'S TAXONOMY

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Bloom's taxonomy is a powerful tool to transform teaching and learning in educational process.

By design, it focuses attention away from content and instruction, and instead emphasizes the "cognitive events" in the mind of a child. For decades, education reform has been focused on curriculum, assessment, instruction, and more recently standards, and data, with these efforts only bleeding over into *how students think* briefly, and by chance. This means that the focus of finite teacher and school resources are not on promoting thinking and understanding, but rather what kinds of things students are going to be thinking about and how they'll prove they understand them. We are foreign language teachers and this teaching tool is the most useful method for foreign teachers. This stands in contrast to the characteristics of the early 21st century, which include persistent connectivity, dynamic media forms, information-rich (digital and non-digital) environments, and an emphasis on visibility for pretty much everything. What does this mean for how you use Bloom's Taxonomy in your classroom? We have several suppositions in using Bloom's Taxonomy in class. As an English teacher I have some idea that th Bloom's taxonomy is many times misused. Its value is surely great speaking theoretically. But facing practice it has many shortages. It is easy with the objective tests, but the assessment of the essay's question is very difficult and I do not see the practical value of this Taxonomy in this process. Let us assume that the student should write a five-paragraph essay on some topic. As a teacher you can see how the text is organized, does it has introduction, body and conclusion, you can see the arguments the student use in the essay, you can see the flow of the thoughts etc. But, when the teacher starts to assess this essay, problem appear. Let us assume that the teacher find that the three argument are not profound enough, or that they are not the right arguments, or say the arguments are not so strong support to the topic etc. How will you as a teacher give the student a necessary feedback. The teacher will say, Hm, this argument is not so strong support to the thesis, but then, can anyone have a definition on what presents a strong argument. Do anyone have a list for strong arguments on the thesis? It is very difficult and it contain a subjective factors no matter of what the Taxonomy states. Or, I will give you another example, maybe the teacher is not fond of the student's writing style. So anyone know how to define the style?

So, in order for the Taxonomy to work, all the teachers have to share a unique understanding of the its level. We all have to know what the level apply means. For ex., some sources says it is about implementation on what has been learned in a new context or new situation. Bit what is considered as a new situation. After the teachers teach about one unit, does the exercise present the new context. Or a new context is something that will happen outside of school, perhaps at the place the student will work in future? Thus, many dilemmas arise when using this Taxonomy. Spend a lot of time to explore, examine the connection of the Taxonomy with everyday teacher's practice. Never come out with exact results for the issues I have written above. The most important use of Bloom's Taxonomy is that is a good heuristic for teachers to understand the varying levels of cognitive, psychomotor, and affective demand that teachers have as outcomes for students. It also helps with assessments in terms of matching your assessment items to the level of your objectives.

In recent years it has been looked upon in a negative way because people often associate it with behaviorist psychology. It is wrong to assume that Bloom's is only tied to behaviorism, but because it specifies observable behaviors this connection has been made. In the end, no matter what your theory of preference, teachers must have students do something in order to determine if they have learned what was desired.

A misuse of Bloom's Taxonomy is the original assumption that it is a hierarchy. However, much research has shown that students can sometimes perform at the higher levels without having mastered the lower levels. If we speak about Boom's taxonomy the Beginning Benjamin Bloom didn't intend to invent educational dogma. When he began developing his taxonomy of educational objectives (grouping educational objectives into ordered categories), his main goal was to find a common language that educational measurement experts could use to share findings and exchange test items. Bloom's Taxonomy emerged from a series of informal discussions with colleagues that began at the American Psychological Association in 1948. At the time, educators were wrestling with a number of questions, many prompted by the influx of World War II veterans enrolling in college. The veterans wanted a good education, but what makes an education "good"? How could instructors ensure that learners graduated with more than just lower-level factual knowledge? One of Bloom's students, Lee S. Shulman, recalls that when these questions were raised, educators were just beginning to consider assessment. Bloom, as the director of the examiner's office at the University of Chicago, was developing assessments to measure learning. When he tried to share ideas and test items with other evaluators, he found that instructors agreed that they wanted learners to "understand," but they had very different ideas about what understanding meant. Bloom envisioned a taxonomy that would organize educational goals into a hierarchy, much as biologists classify living creatures into categories that ascend from species to kingdom. The taxonomy that bears his name is based on the work of hundreds of collaborators, including reviewers, contributors of case studies and examples, and a core working group of about 30 people. The result of their efforts, published in 1956, is officially known as Taxonomy of

Educational Objectives. Bloom often called this work *The Handbook*. However, the educators, instructional designers, researchers, and evaluators who apply this classification generally refer to it as Bloom's Taxonomy. This recognizes Bloom's foundational contribution to the project: He convinced his collaborators to organize learning behaviors on a continuum from the simplest to the most complex. Four Key Principles Bloom identified four principles that guided the development of the taxonomy. Categories should:

- Be based on student behaviors
- Show logical relationships among the categories
- Reflect the best current understanding of psychological processes
- Describe rather than impose value judgments

In his discussion of these principles, Bloom anticipated some of the most frequent criticisms of his work. The taxonomy is based on behaviors that teachers can observe, so its language does not capture the complexities of internal learning processes. The psychological understanding of the 1950s does not reflect what we now know about how learners construct knowledge, monitor their thinking, or regulate their own mental processes. Bloom also acknowledged that the taxonomy does not provide a complete theory of learning. However, he hoped that this classification system would support the development of a comprehensive theory by providing a framework that educators could use to identify research problems, develop hypotheses, plan learning, and identify methods and metrics, and by defining a common language to use when setting learning goals, measuring outcomes, and sharing findings. Today, Bloom's Taxonomy is the most widely used method of creating learning objectives. Researchers use its levels to measure outcomes and compare everything from programs to methods of learning. While several modifications have been proposed, Bloom's description of learning domains and levels of complexity is still widely used. Three Original Domains Bloom's original taxonomy consisted of three domains:

- Cognitive—knowledge-based domain
- Affective—attitude-based domain
- Psychomotor—physical skills-based

on the three domains of Bloom's original taxonomy and gives a brief overview of each domain with the abilities associated with each domain. And we as teachers still use Bloom's Taxonomy during the classes in teaching foreign languages. After the practical classes I can see the fruitful results with my students, because this tool can motivate students getting knowledge and enrich their vocabulary, besides it will be helpful in developing their creative and critical thinking.