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БӨЛІМ: АҒЫЛШЫН ТІЛІ

Organization of English lessons based on Bloom's taxonomy

ЖАРИЯЛАНДЫ
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СІЛТЕМЕ
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He was born in Lansford, Pennsylvania. In 1935, he graduated from the University of Pennsylvania with bachelor’s and master’s degrees. In 1942, he defended his doctorate at the University of Chicago.

In the 1960s, he published two books called Bloom’s taxonomy and developed his theory: stability and change in human characteristics (stability and change in human character) and classification of educational goals (taxonomy of educational objects). In 1965-1966-president of the Association of enlightenment researchers. Bloom’s taxonomy was soon adopted by many educational institutions in the United States, but later its use in schools decreased due to objective criticism.

Bloom’s taxonomy is a framework for learning, teaching and educational achievement in which each level depends on the one below. It’s often depicted in the form of a pyramid—similar to Maslow’s hierarchy of needs.

Basic knowledge, the first stage of learning, leads to the development of the skills and abilities that are crucial to completing the pedagogical process: Comprehension, application, analysis, synthesis and evaluation. While there are subcategories within each, each stage lies on a continuum. The belief is that students move up through each level of the pyramid in Bloom’s taxonomy, starting from very basic learning, to acquire deeper knowledge on a subject, with each level crucial to the development of the next[1,72].

Teachers can apply Bloom’s taxonomy by asking questions and delivering assignments that directly correlate with specific learning objectives in each stage of the process, making the objectives clear to the student. For example, posing multiple-choice questions can help gauge a student’s level of basic understanding and remembering of a subject, while asking a student to come up with a comparison or analogy points towards entering the application or analysis stage.

Bloom’s taxonomy, also known as the Taxonomy of Educational Goals, is a hierarchical ranking of important steps in the learning process. The goal of Bloom’s taxonomy is to create a

system that helps teachers classify learning so they can help their students develop skills. The system was developed in 1956 at the University of Chicago by Benjamin Bloom and other educators who were interested in improving the approach to education. Bloom identifies three areas of training (educational activity):

Knowledge. Memorization and reproduction of the previous learned information. Examples: price quotes from memory, quoting safety rules. Keywords: identify, describe, identify, know, name names, find a match, schemes, states. Tools: flash cards, underscores and highlights in the book, reading, repetition.

Understanding. Understanding the meaning, translation, interpolation, interpretation of instructions or problems. Describe the problem in your own words. Examples: rewrite the principles in your own words on tests, explain in your own words the essence of the task to another person, transfer the equation to a computer table. Keywords: comprehension, transformation, explanation, extension, communication, give an example, interpretation, retelling, prediction, generalization, translation. Tools: creating analogies or metaphors, participating in joint training, creating notes, the ability to tell related stories, searching the Internet[2,55].

Application. Use the studied concept in a new situation or use abstraction at your discretion. This is the application of the knowledge gained in the classroom in practice. Examples: manually calculate the employee’s vacation time, applying the laws of statistics to assess reliability. Keywords: apply, change, calculate, design, demonstrate, discover, manipulate, prepare, produce, solve. Tools: collaborative learning, creating a new process, blog, practice.

Analysis. Dividing the material or concept into components, understanding the difference between them. Example: recognition of logical errors in reasoning. Keywords: analysis, split, compare, diagrams, differentiate, distinguish, illustrations, select, correlate, divide.

Evaluation. Learn to make judgments about the value of an idea or material. Examples: choose the most effective solution, hire the best candidate. Keywords: evaluate, compare, criticize, defend, describe, interpret, justify, summarize.

Creation. Choose two unrelated parts and create something new. Examples: write instructions. Keywords: connect, compile, modify, rewrite, reconstruct, generalize, rearrange, organize. Tools: write an essay, come up with a new model.

Categories can be considered as degrees of complexity. That is, it is desirable to start with knowledge, move on to understanding, and so on.

To know. Remember and play back the previous learned information. Examples: memory price quotes, reference to security rules. Keywords: define, describe, define, know, Name, match, schema, status search. Tools: flash cards, underline and highlight in the book, read, repeat[3,125].

Understand. Understanding the meaning, translation, interpolation, instruction, or explanation of the problem. Describe the problem in your own words. Examples: rewrite the principles in your own words in Tests, explain the essence of the problem to another person in your own words, transfer the equation to a computer table. Keywords: understanding, transformation, explanation, Extension, Communication, example, explanation, repetition, prediction, generalization, translation. Tools: create analogies or metaphors, participate in collaborative learning, take notes, tell related stories, and search the internet.

Application. Use the studied concept in a new situation or use abstraction at your own discretion. This is the application of the knowledge gained in the classroom in practice. Examples: manual calculation of employee rest time, application of statistical laws to assess reliability. Keywords: application, modification, calculation, design, demonstration, discovery, manipulation, preparation, production, solution. Tools: collaborative learning, creating a new process, blogging, practice.

Analysis. Division of a material or concept into components, understanding the difference between them. Example: recognize logical errors in thinking. Keywords: analysis, division, comparison, charts, differentiation, differentiation, illustrations, selection, comparison, division.

Rating. Learn to express your opinion about the value of an idea or material. Examples: choose the most effective solution and hire the best candidate. Keywords: assessment, comparison, criticism, defense, description, explanation, justification, generalization.

Creation. Choose two unrelated parts and create something new. Examples: write instructions. Keywords: merge, compile, modify, rewrite, reorganize, generalize, reorganize, organize. Tools: writing an essay, inventing a new model.

Categories can be considered as degrees of complexity. That is, it is advisable to start with knowledge, move on to understanding, and so on[4,100].

According to Bloom’s taxonomy, there are three main areas in learning: affective, cognitive, and psychomotor. The affective domain includes attitudes and emotions, while the cognitive domain includes the development of critical thinking skills and knowledge. Various physical tasks, including object manipulation, can be found in the psychomotor domain. Each domain is ranked hierarchically to emphasize the idea that students should have a solid foundation in each domain area before moving on to the next one.

In the affective domain, the subcategories are: receipt, response, evaluation, organization, and characterization. Students who develop good skills in the affective area will find it easier to study and work with other people because the affective area is closely related to social skills and interactions. Failure to progress in this area can make it difficult for a student to study and can interfere with a child’s social life.The cognitive domain includes knowledge, understanding, application, analysis, synthesis and evaluation, also known as memorization, understanding,

application, analysis, evaluation and creation.