

Use of Blum's Taxonomy in the Study of Stories

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Abstract: One of the most popular ways to develop critical thinking today is taxonomy (a study of the principles and practices of classification and systematization) developed by the American scientist and psychologist Benjamin Bloom. He is known as the author of a unique system of algorithms for pedagogical activity. The following article provides an example of a literary work that promotes this method in the process of literary analysis.

Keywords: bloom taxonomy, analysis, evaluation, knowledge, memorization, comprehension.

The theory or “*taxonomy*” proposed by Bloom divides learning goals into three blocks: cognitive, *psychomotor and affective*. Simply put, these goals can be defined by the “*I know*”, “*I create*” and “*I can*” blocks. In order to move to a higher level in each individual field, experience of previous levels that are distinguished in this field is required. The goal of *Bloom's taxonomy* is to encourage teachers to focus on all three areas and thus offer the most complete form of learning.

(Examples of multi-level assignments are based on the story "Sun Depot" by Russian writer Mikhail Prishvin)

Knowledge

This series involves memorizing and repeating learned material. We can talk about all kinds of content - from concrete facts to holistic theories. A common feature of this category is to remember relevant information. Student: knows the terms used (remembers and repeats); knows the exact facts; knows basic concepts; knows the rules and principles.

- Where and when does the action take place in M. Prishvin's "Sun Depot"?
- What are the names of the main characters?
- "What did people call your brother and sister?"
- What is the name of the swamp where the children live?
- How do brothers and sisters behave when they are alone with nature?
- What caused the quarrel between brother and sister?
- Who is Antipix?
- “Who saved the boy in the swamp from death?”
- Tell us what happened when Mitrasha came out of Blind Elan.
- Now how did they say “little man in the bag”?

Understanding

An indicator of the ability to understand the meaning of what is being studied can be the change (translation) of material from one form of expression to another - its "translation" from one "language" to another... Interpretation of material. by the reader (explanation, conclusion) or events, an assumption about the subsequent course of events (prediction of consequences, consequences). Such learning outcomes are superior to simple memorization of material. Student: *understands facts, rules and principles; interprets oral material, diagrams, graphs; transforms oral material into another form; describes the future consequences that will likely arise from the available data*

- How does the author treat children?
- Why does he call them "Golden Chicken" and "Man in a Little Bag"?
- How does a portrait help to understand the author's attitude to his heroes?
- What qualities does the author help to understand Mitrashi through portraiture?
- Why doesn't the author describe children's games, games, entertainment?
- What is the plot of the story?
- Why does the writer include a story about spruce and pine in his story?
- What do the old forester Antipix and his dog Travka mean in the play?
- What role do animals and birds play in a fairy tale?
- -The name of the work is unknown. Can you tell me why it is so called?

Synthesis

This category refers to the ability to combine elements to obtain a whole with novelty. Such a new product can be a *message (speech, report)*, action plan, schemes that regulate existing data. Achieving appropriate learning outcomes involves creative activity aimed at creating new schemes and structures. Student:

Writes short creative essays; suggests an experiment plan; uses knowledge from different fields to create a plan to solve a specific problem.

- What do you think happened to the guys then? Create a scenario to develop actions.
- Write a miniature essay on the topic: "What did I learn about life after reading Solar Kitchen?" or "Sun Warehouse" What thoughts inspired me?
- Create a crossword puzzle on M. Prishvin's "Sun Reservoir." - Presentation on "The role of nature in human life."

Rating

This category refers to the ability to assess the value of material (*statement, work of art, research data, etc.*). Student feedback should be based on clear criteria: *internal (structural, logical)* or *external (purposefulness)*. Criteria can be set by the student himself or suggested to him from outside, for example, by the teacher. This category implies the achievement of the learning outcomes of all previous categories. The student: evaluates the logic of the building material in the form of a written text; evaluates the relevance of the findings to the available data, the importance

of a particular product of activity on the basis of internal criteria; evaluates the importance of a particular activity product based on external criteria.

- Remember the argument between Nastya and Mitrashi. Who is right - Nastya or Mitrasha? Which side are you on?
- How would you have behaved if you had been in the same situation as Mitrasha?
- What valuable lesson did the swamp of adultery teach Nastya and Mitras? The same to you?
- What does the story of Nastya and Mitrashi teach you?
- What other name do you think the text can be given?

“Is the protagonist nature?” at role does he play in your life?

Bloom taxonomy is based on text. Because students have to work with text in a variety of subjects, the technique is universal and can be applied by any science teacher. Bloom taxonomy develops the ability to interact with text, to think about what is read; includes procedures for teaching comprehension as the student analyzes how he or she understands the content of the text and identifies different ways of working with the work.

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