

## USE OF BLOOM'S TAXONOMY TO HELP L2 STUDENTS STRENGTHEN THEIR CRITICAL AND COGNITIVE THINKING ABILITIES.

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**Annotation:** This thesis focuses on scientific analysis of the use and model of BLOOM taxonomy to help their students strengthen their critical and cognitive thinking skills.

**Keywords:** Bloom's Taxonomy, second language, Remembering, Understanding, Analyzing, project.

**Аннотация:** Эта дипломная работа посвящена научному анализу использования и модели таксономии БЛУМА, которые помогают студентам развить навыки критического и когнитивного мышления.

**Ключевые слова:** Таксономия Блума, второй язык, запоминание, Понимание, анализ, проект.

**Annotatsiya:** Ushbu tezis Bloom taksonomiyasining qo'llanilishi va modelini ilmiy tahlil qilishga qaratilgan bo'lib, ularning talabalariga tanqidiy va kognitiv fikrlash qobiliyatlarini mustahkamlashga yordam beradi.

**Kalit so'zlar:** Bloom taksonomiyasi, ikkinchi til, eslash, tushunish, tahlil qilish, loyiha.

Absolutely, Bloom's Taxonomy can be a powerful framework for enhancing critical and cognitive thinking skills in L2 (second language) students. Here's how you can utilize it:

1. Remembering: Begin by ensuring students have a strong grasp of vocabulary and grammar structures in the target language. Use techniques like flashcards, repetition, and mnemonic devices to help them remember key concepts.

2. Understanding: Encourage students to comprehend the material beyond simple memorization. Ask them to explain concepts in their own words, summarize texts, and compare and contrast different ideas or perspectives.

3. Applying: Provide opportunities for students to apply their language skills in real-world contexts. This could involve role-playing scenarios, problem-solving tasks, or completing practical exercises related to everyday situations.

4. Analyzing: Prompt students to analyze language structures, patterns, and cultural nuances. Encourage them to deconstruct texts, identify main ideas, themes, and arguments, and evaluate the effectiveness of language choices.

5. Evaluating: Foster critical thinking by asking students to evaluate the validity and credibility of sources, arguments, and information presented in the target language.

Encourage them to express their opinions, justify their viewpoints, and engage in debates or discussions.

6. Creating: Finally, challenge students to create their own content in the target language. This could involve writing essays, stories, or poems, delivering speeches or presentations, or producing multimedia projects. Encourage creativity and innovation while emphasizing accuracy and coherence in their language use.

Throughout these stages, provide constructive feedback and scaffolded support to help students gradually develop their critical thinking skills in the target language. Additionally, integrate a variety of activities and resources to cater to different learning styles and preferences. By aligning language learning objectives with Bloom's Taxonomy, you can create a dynamic and engaging learning environment that fosters deeper cognitive engagement and proficiency in L2 students.

In our opinion, these effective tools were critical thinking development program. Its authors are American Teachers D. Steele, K. Meredith, C. Temple and S. Walter. The structure of the methodological tool proposed by the authors is coherent and logical, because its stages correspond to the natural stages of cognitive activity of a person. The project offers a unique set of learning methods, as a result of which the student can participate more actively in classes. The unique feature of organizing the educational process based on this three-stage model is that during the educational process, the student himself forms this process based on real and clear goals, he has the opportunity to independently monitor the directions of his development. He determines the final result. The taxonomy of pedagogical goals developed by the American Scientist B. Blum is widely used in world pedagogical practice. The author classifies learning objectives according to the areas of activity of the student. Basically, pedagogical goals are formed in the cognitive sphere, in which B. Bloom emphasizes several levels. Bloom also distinguished several types of questions and systematized the possible types of questions according to the components of cognitive activity.

In the table below (Table 1), we present the correlation of the level of cognitive behavior with the types of questions on Bloom's taxonomy above.

**Table 1.**

Degree	Type of behavior	Question
1	2	3
Knowledge	Memorize, recognize, repeat	A formal level is a simple question, the answer to which involves the reproduction of information

Understanding	Interpret, transfer from one medium to another, convey with your thoughts	In other images, the information changes included for translation. An interpretation that allows you to clarify your understanding of the relationships between ideas, facts, definitions, or values
Application	Application, use of information to achieve results	A program that involves transferring the acquired knowledge to new educational conditions, solving problems, looking for non-standard answers and solutions.
Analysis	To demonstrate the method of education, to determine the structure of communication, to divide into components to determine motives	For analysis that requires clarification of causes, effects, and planning
Synthesis	A single, valid output is a word or object	In synthesis related to solving creative problems based on original thinking. The available information is not enough, unlike the previous level
Grade	Making decisions, expressing opinions and contradictions	Requires making their own decisions about job information or their views.

**Jadval 1.** Levels of cognitive behavior and question types according to Bloom's taxonomy

Like other taxonomies, Bloom's taxonomy is hierarchical in that higher levels of knowledge depend on the acquisition of initial knowledge and skills at a lower level. When teachers give students the opportunity to process information in an amazing way, this leads to their appeal to different types of Education. The deeper students penetrate

the idea, the better they remember it, the longer they remember it and use it several times in the future, which leads to the formation of thinking, such as critical thinking. Having studied various approaches to the formation of critical thinking, we identified the third group of conditions reflected in the structural model of the formation of critical thinking. It is process-based and includes methods, forms, methods, tools of this process, including traditional and non-traditional methods. We have also developed several authorial techniques and methods to formulate critical thinking based on ethnopedagogical materials. Summarizing the material presented on the problems of forming critical thinking, we can say the following:

1. Future elementary education teachers ' thinking has great potential and little-used reserves. One of the main tasks of psychology and pedagogy is to reveal reserves to the end and, on this basis, make learning more effective;
2. The most important point in the education of future primary education teachers is the transition to independent selection and understanding of information;
3. Pedagogical conditions are external circumstances that significantly affect the development of the pedagogical process, which is consciously built by the teacher to one degree or another. To determine the pedagogical conditions that contribute to the formation of critical thinking, the science of pedagogy relies on the experience of psychologists who have learned to form critical thinking from different positions;
4. In pedagogical science, there are several basic approaches to the formation of the critical thinking of future teachers of primary education. The first approach reflects the formation of critical thinking in the process of error detection, correction and rejection.

In conclusion, acquiring pragmatic competence in L2 has important role in building communicative competent of a learner, both in productive and receptive speech. It means that English language learner could understand the language forms and functions that are appropriate. For this, Benjamin Bloom's model, especially in the adaptation by Anderson et al. should be used as what it was intended to be, a comprehensive classification of the various goals educators should set for students across the cognitive, affective, and motor domains of learning It should be. Bloom's taxonomy was intended to help curriculum designers and teachers not lose sight of the scope and primary goals of effective learning.

#### **FOYDALANILGAN ADABIYOTLAR RO`YXATI:**

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