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## USE OF "BLOOM'S TAXONOMY" METHOD IN LITERARY EDUCATION

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## ABOUT ARTICLE

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**Abstract:** Bloom's taxonomy in literary education allows students to learn the literary text in parts, reason based on evidence, interpret, compare, imagine, fully understand the text and analyze its textual meanings, combine ideas, It is one of the main methods of forming skills such as expressing personal attitude and creating new ideas. The article explains what questions and tasks can be used when using the Bloom's Taxonomy method in literary education through the novel Night and Day.

## INTRODUCTION

Improving the quality of education is one of the main ways to develop the country in all aspects. Well-educated personnel who can think correctly and logically are the power that increases the level of well-being of the population, therefore the decree "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" was adopted. The decree requires updating the content of education in all general education subjects, including literature classes, and increasing the effectiveness of teaching. Improving the quality of literary education requires the creation of educational programs and textbooks that meet world standards, and equipping classrooms with modern technologies. Even if these requirements are fulfilled, if the teacher is not skilled, the quality of education will not improve. Therefore, the teacher should work on himself regularly, learn to use modern educational methods effectively. "Bloom's Taxonomy" education has become one of the main methods of pedagogues in developed countries. "British educational institutions use various modern methods that serve to develop students' creativity, activity, and ability to think independently. One such advanced method is Bloom's Taxonomy.

## LITERATURE REVIEW

The word taxonomy is defined in the explanatory dictionary as follows: "Taxonomy (Greek: taxis - measure by order, nomos - law) is a theory of classification and organization of complex, usually

hierarchically structured spheres of the whole being, the science of this". A work of art is the opposite of existence, literature should teach the reader to think correctly, healthy, and systematically, therefore, the method of "Bloom's taxonomy" is suitable for literary education. Bloom's Taxonomy is a method that guides students through the stages of learning, from memorizing facts to generating new ideas based on existing knowledge. It is done in six stages. The first stage of the method is to check whether the student is familiar with the necessary information, to ask questions aimed at memory. Unfortunately, in most cases, literature classes are held at the level of the first stage of "Bloom's taxonomy", the content of the lesson consists of retelling the work of art, that is, the student's memory is strengthened. As a result, the student does not develop logical thinking, critical thinking, ability to provide creative solutions, and creativity based on evidence.

Z. Mirzayeva, K. Jalilov "Methodology of Literature Teaching" methodical guide and K. Husanboyeva, R. Niyozmetova "Methodology of Literature Teaching" the higher stages of knowledge are given in the form of analysis, synthesis, evaluation. But in literature lessons, it is advisable to use the stage of evaluation first, and then creation. Checking the students' homework, that is, whether they have learned the work and the information related to it, is carried out at the stage of knowledge, the stages of understanding, application, analysis, evaluation are carried out in the lesson with the participation of the teacher. The creation phase "involves creating new ideas by combining previous knowledge and concepts with new ones" Creation takes time and independent research.

In this process, the reader should rely on complete conclusions obtained from the work. Therefore, it is the right choice for literary education to give the creation stage as homework instead of the conclusion of the lesson.

## RESEARCH METHODOLOGY

Below we will consider questions and assignments based on the method of "Bloom's Taxonomy" for teaching the novel "Night and Day".

I. Stage of knowledge. This stage of learning consists of knowing basic facts, dates, events, persons, places, and concepts. "The main features of this stage:

- being able to answer factual questions such as who, what, when, where, which, why;
- being able to perform actions such as naming, extracting, finding, matching, making a list, retelling, describing. At this stage, it is necessary to pay attention to the important points that serve to understand and analyze the work, as well as checking whether the work has been read and having the necessary information about the work.
- Name the images typical of the Roman period.
- Count the sequence of appearance of spaces and associated images in the work.
- Separate and retell the dramatic situations in the play.
- Say parts of the text about language or structure that caught your attention. (We can talk about the language of Cholpon, the suddenness of the plot, the reversals)
- Create questions that require a factual answer starting with the question why. (Why did Razzaq Sufi agree to the wedding?)

II. At the stage of understanding, the student should be able to understand and explain the work. Questions and tasks related to reading comprehension are focused on understanding the characteristics of the character, the plot, the causes of the problem, the space, time, why the image is described in this way, why the events are presented to the reader in this way. At this stage, the student should study the text in parts and have the necessary evidence for his thoughts.

1. Review events, dialogues, monologues one by one. Separate the texts in which the important events took place. Explain what is happening in this text, why it is important, subtleties, word choice, and how the order of thought affects the overall meaning.

| Text  | Explanation   |
|---|---|
| <p>Khadichakhon: "It became nauseating after you became an official. Millenials are bad. He left his village and moved here. It bought a big yard. Here are the big buildings. He made a garden, increased the land and water. His mind fell on other trades, on other lands... He did not see the child, nor the wife. "Haybarakalla" came to him. The number of people who find a wife and give advice has increased. He married me within a week and brought you over me..." (Night and Day, 49)</p> | <p>The fact that the men in the novel have moved away from their faith for the sake of deeds and money indicates that they have lost their identity. There is also a very important point here: the Uzbek nation is influenced by someone else, lacks independence, ownership of one's own opinion, and determination. At the same time, Akbarali was influenced by Miryoqub. According to Khadija's description, Akbarali was a good man, but he was changed by the influence. In the following events, Miryoqub proposed marriage to her and took her to the office. This image is a sign that Uzbek is subject to foreign influences. So is Razzaq, so is Miryoqub. After Miryoqub Sharafiddin's words, he quickly changed his mind and married Maria. The factors affecting Zebi's resistance are discussed: Umrinisabibi, Bahri, and the influence of his parents and charms after being left without Enakhan. So, falling under the influence of "haibarakalla" is the problem of Uzbeks.</p> |

2. To understand the problems, you can ask the following questions.

- Is there an obstacle(s) in achieving the image desire and goals? What kind of obstacle is this? Why is there a barrier? Is the obstacle in the image itself or outside?

3. By comparing the images, you can understand the reasons for the actions of the images, their mentality.

Razzaq Sufi and Akabrali can be compared through the following questions.

- Where did they live at first? How did their lives change when they changed places?

- At whose expense do they live?
- What is their attitude towards their family?
- They have sharp opinions, in what situation did the opinions appear?
- Why did they start thinking in this situation? Why didn't they think first? Would it be good or bad for them?
- What is their general aspect?
- What kind of hidden meaning did you discover through comparison?

Analysis of the following images will be useful for understanding the work.

|  |  |
|--|--|
| 1. <i>Sultanat, Poshsha</i>                    | <i>Maria, the viceroy's wife</i>               |
| 2. <i>Razzaq's way of life</i>                 | <i>Akbarali's way of life</i>                  |
| 3. <i>Kurvanbibi, Olmas, Kholmat, farmers.</i> | <i>Mingboshi, Razzaq, Zunnun, Eshon, rich.</i> |
| 4. <i>Sadri is lame</i>                        | <i>Razzaq Sufi</i>                             |
| 5. <i>Hakimjon incident (Miryokub v.)</i>      | <i>The incident of Zunnun</i>                  |
| 6. <i>Akbarali (betrayal story)</i>            | <i>Naib (infidelity incident)</i>              |
| 7. <i>Umrinisabibi (movements)</i>             | <i>Kasim Lailak, Razzaq's brother</i>          |
| 8. <i>Hasan Abzi (sayings)</i>                 | <i>Sharafuddin (speech)</i>                    |
| 9. <i>Village imam</i>                         | <i>Imam of the city</i>                        |
| 10. <i>Akbarali (Thoughts)</i>                 | <i>Miryoqub (thoughts)</i>                     |
| 11. <i>Maryam (Thoughts)</i>                   | <i>Jacob (Thoughts)</i>                        |

Comparing the images in the following order explains the cause and effect of the situations.

| <i>Similarity and difference</i> | <i>Zunnun</i> | <i>Hakimjon</i> |
|----------------------------------|---------------|-----------------|
| <i>Appearance</i>                |               |                 |
| <i>An advantage</i>              |               |                 |
| <i>A drawback</i>                |               |                 |
| <i>Impact on his life</i>        |               |                 |
| <i>Summary</i>                   |               |                 |

The most important thing to do at this stage is to understand the text sentence by sentence.

- "The sad faces of the waters that flowed muddy under the ice laughed, and they themselves, in the weary stilts, like a freed slave, pressed forward the drug of freedom." Learn about the political context and answer the questions. Explain what(s) or who(s) have been symbolized by ice, water, the sad faces of water, the turbidity of water through the image of gnawing on the hemp of freedom like empty water?
- "A cool breeze playing with naked women, without touching men's floral hats, joking with their hair, hair and headscarves..." Answer the questions based on the cultural and political situation of the time.

Why are men depicted with flower hats? Explain the irony in the image of the men's flowered cap based on the images of the water symbolizing the slave and the breeze blowing around the women, not the men, which can symbolize freedom.

It is appropriate to draw conclusions by integrating data, and formulate questions aimed at determining the causes of the consequences. When creating questions, it is necessary to pay attention to the fact that the answers to the questions do not require a personal opinion, the conclusions are drawn through specific answers found in the text, and the questions should be focused on understanding the parts, not on identifying the main ideas.

- What truths about the human psyche do Poshshakhan change his mind about Zebi when he was preparing to poison him, and later he fell ill?
- What information does Miryokub's attempt to save the prostitute after the internal court give us about her?
- Explain the reasons why women are cunning and treacherous by looking at the common characteristics of the women in the novel.
- What does the passage describing Akbarali's suffering from childlessness help the reader to understand?

III. In the application phase, the information learned is applied in new contexts and situations. This stage helps to determine the cause of the problems within the framework of the topics raised in the work, to understand the psyche of the characters in a deeper way.

- Akbarali Miryoqub never entered his life? What will change?
- What would Razzaq Sufi's attitude be if he had a lot of money?
- Imagine, Akbarali has a very good relationship with his women, Razzaq with Kurvanbibi and Zebi. What would change?
- Just imagine, Poshshakhan is a learned woman. If so, how would he act in the play?
- A Russian woman, who could not even finish high school, read Arsiboyev's books and went around saying that everyone she met at night was her lover, brought up Miryakub's son. Imagine how Miryakub's son will live ten years from now?
- How would things go when Mamatardi was rich?
- What would happen when the imam tried to acquit Zebi in court?
- What would happen to Zebi if she resisted the marriage, for example, if she ran away from home? How did they live when Sultanat or Poshshakhan went against his family and left his house?

IV. At the analysis stage, questions aimed at determining the main point of view of the work are given. It is possible to ask questions aimed at identifying an idea that is not openly expressed in the text, thinking based on personal experiences, and drawing conclusions based on the integration of the text with information outside the text. Also, checking how the parts of the work fit into the structure (such as identifying plot lines and the people who move them, understanding the importance of composition elements in expressing the general idea), separating important parts from insignificant parts (such as separating main and supporting characters, distinguishing main and secondary ideas ) things are done

- At the beginning of the novel, it is mentioned that the beautiful spring will repeat itself again and again. Do you think the actions of Miryoqub, Akbarali, and Razzaq have anything to do with it?

- Why does Abdisamat, who is contrasted with Akbarali, not physically participate in the work? What can be understood from the image that Jadids turn a blind eye to his polygamy, but pay attention to Akbarali's polygamy?

- What irony is there in Maria's past, her volunteering in the convent to earn money, and Jadid's advice to Miryakub to hand over his son to Maria? What do Zunnun's upbringing at the hands of the Russians from the age of 12-13 and his actions reveal about the future of the child being entrusted to Maria, a 5th grader in Finland? Why is the betrayal of the deputy's wife necessary for the play?

- "I'm not talking about your enemy, dodo effendi. I will say the enemies of the Turkish-Islamic people..." To whom does the word "your" refer? How will the Germans harm their interests? Do the images like Akbarali's family, Miryakub, Abzi's rightful observations about the words and his inability to understand who complained about him even in a clear situation, indicate that the character of Akbarali is not developed carefully or does Cholpon have a mind and insight that works when the time is right and doesn't work when the time is right. did you need akbarali? What for? Akbarali is really more human than Miryoqub. Prove the point.

- Why do you think Miryakub's "noble" goal of gaining the empire led to adultery, and his "good" goal of saving the nation led him to think of divorce? Identify the contradiction in the following two ideas and explain how it relates to the overall content of the novel: "If the foundation of the Jadids was destroyed, would Caliph Rum support the Jadids?" They say that all the regulations are on that side. Reading in a new way came from Rome... short clothes came from Rome... Roman collars came from that side and became a painting..."

- Cholpon treated the Uzbek women in the play with tolerance. Mischief is characteristic of all women and the environment has instilled this vice in their blood. Try to justify these ideas.

- What can be understood about the state and mentality of the people by the flattery of the neighbors who heard that Razzaq Sufi gave his daughter to the thousand? What is the purpose of giving a special description to Holmat, who has almost no effect on the plot? What makes the Immortal similar to Holmat? Why do you need this work?

- Razzaq, who was called a very religious Sufi, could not wait for the hardships that came his way, murdering and stealing money, is it a tool to create a general image of religious leaders who are philanderers, use waqf lands, and live at someone else's expense, or was there some other purpose?

- Why did Miryoqub start examining himself after seeing Zunnun? What did Cholpan intend to do with this incident?

- What can be said about Razzaq's family relations, the hostility of Akbarali's wives to each other?

- What is the story of the rich imprisoning innocent villagers and firing Akbarali?

- What does the poor condition of women, Zebi's early marriage, and the pitiful situation in the court indicate?

- What conclusions can be drawn from the consequences of people's ignorance?

- As a symbolic image, Zebi becomes the protagonist of the work and becomes a space and timeless for our nation. What for? Explain the idea.

V. At the evaluation stage, the student makes a conclusion by connecting the identified problems and ideas with his life, society, and the whole world. Evaluates the importance of ideas, the impact of the problem on human life; based on the comparison of images with himself and the people around him, he understands the reasons for the formation of character traits of himself and those around him, and can analyze their actions and mentality.

- Who are Miryoqub and Akbarali today? How are they harming our people?

- Who can be compared to those who blindly follow religion like Razzaq Sufi and hypocritical religious people like Eshan?

- Compare the women in the play and the women around you regarding the issue of gender equality. How important is the provision of gender equality in the development of the country?
- Think about which character of the play you are most like? Zebi or Miryoqub? Are there many people like Zebi in our society? What are the reasons why they are "deaf and dumb" today?
- What vices of the Uzbek people described in the work still hinder the development of our country today? How and to what extent?

VI. The creative stage is the most complex stage of the learning process, where students propose solutions and discover something new based on their ideas. They develop hypotheses, plan and create.

- In order not to become Zebi, Razzaq Sufi, Akbarali, Poshshakhan, Eshan, imams, rich, Miryakub, develop your personal development plan. Let your plan consist of daily self-improvement tasks. Assignments should be focused on two topics: first, the formation of qualities; the second is to gain knowledge and expand one's worldview.
- What vices should I get rid of and what qualities should I acquire in order to contribute to the development of the nation? To answer this question, make a list of your strengths and weaknesses.
- Based on the problems raised in the novel, develop a plan for the well-being of your family or your suggestions for improving people's lives.
- Write an essay on the topic "Virtues and shortcomings of the Uzbek nation (in the example of the novel "Night and Day")".
- Write a thesis on the theme of "The image system of the novel "Night and Day".
- Prepare a presentation on the topic "Factors holding back the economy of Uzbekistan or vices specific to our national culture."

## ANALYSIS AND RESULTS

Therefore, the method of "Bloom's taxonomy" ensures that the reader can fully understand and analyze the text of the work, understand the content of the work by integrating it with personal experiences, can evaluate his personality and existence based on the conclusions drawn, and create something new on this basis. Using the method of "Bloom's taxonomy" in the form and content mentioned above is effective in achieving the goal of teaching literature, forming students' reading comprehension, critical thinking, and creativity skills.

## CONCLUSIONS AND RECOMMENDATIONS

A literature teacher can effectively use the method of "Bloom's taxonomy" and achieves an increase in the quality of literary education. In order for the method to be effective, the pedagogue must be able to prepare assignments focused on working with the text and reasoning based on evidence. It is also necessary to develop the ability to read and understand, to improve the skill of creating questions that serve the ontological analysis of the work, to come up with creative solutions for the formation of evaluation and creation skills.

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