

THE ROLE OF BLOOM'S TAXONOMY IN DETERMINING PEDAGOGICAL OBJECTIVES IN THE PROCESS OF EDUCATIONAL LESSONS

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Compilation of taxonomy is considered one of the important factors of increasing the efficiency of pedagogues. How quickly they will master this step, they will contribute to the acceleration of educational activities with their advanced experiences.

B. Blum¹ is widely used in world pedagogy. The educational goals he created belong to the field of taxonomic knowledge. It divides the learning process into 6 categories: knowledge, understanding, application, analysis, synthesis and evaluation. The content of separate cognitive processes has been developed for each of them. Observing the sequence of classification and placement of the levels of the learning process, it can be understood that the creators of the taxonomy sought to cover all categories of intellectual activity more fully and accurately. This taxonomy indicates that it is an improved, advanced method compared to the definition of educational goals in the usual way, which is only used to provide information.

The method of determining educational goals proposed by supporters of pedagogical technology is characterized by its high level of refinement. Learning outcomes are expressed in reliably measurable and externally observable behavior of learners, which represent learning outcomes. At the same time, it will be possible for the pedagogue to accurately monitor and evaluate their actions. In this case, it is necessary to create such a system of educational goals, in which the sequence of categories and levels of educational goals is clearly defined, and to express the educational goals, it is necessary to find such a clear and understandable language that the pedagogue should be able to clearly express the goals through this language. Such clarification of educational goals is considered to be one of the most important aspects of pedagogical technology, which is fundamentally different from the usual teaching methods. The clear definition of educational goals allows for clear control of their achievement. This, in turn, means identifying the degree of development of the learner's personality and the deficiencies in the pedagogue's work in time and eliminating them.

¹ *Bloom, BS* Taxonomy of educational objectives: The classification of educational goals / BS Bloom, MD Engelhart, EJ Furst ... [i Dr.] _ — David McKay Company, 1956. — Vol. Handbook I: Cognitive domain.

There are three different approaches to determining pedagogical goals.

Table 1

An approach to determining pedagogical goals

The first approach	Pedagogical objectives are expressed through the description of one or more educational objectives, but they are not divided into categories.
The second approach	Educational objectives are divided into categories, and their written details are described. A clear example of this can be the definition of the goals of education, upbringing and personality formation, which is widely used in pedagogy. When learning goals are expressed in this way, the goals are easy to cross-reference, and activities are directed towards achieving these goals, but there is no opportunity to have a holistic view of their achievement.
A third approach	Clarification of learning goals by dividing them into separate parts is widely popular in world pedagogy. Such an approach allows accurate measurement of the achievement of each of the individual learning objectives.

Creating a system of educational goals, they are placed in a sequence of interdependence, that is, their taxonomy is created. The taxonomy of objectives, that is, the principle of ease to difficulty or simplicity to complexity is used in the selection of objectives. Taxonomy refers to the classification and systematization of the multi-level structure of conceptual objects based on their natural relationships and dynamics. Therefore, taxonomies are used to select common objectives and express specific learning outcomes. The areas of personal activity in accordance with the educational goals are detailed in the table below.

Table 2

Areas of personal activity

Coha	Content	The essence
Cognitive	Pertaining to knowledge	This includes problem solving, from memorizing and retelling the material, to fully comprehending the acquired knowledge, combining it with previously learned ideas, concepts, and actions, and acquiring knowledge. B. Blum stated that as a result of the survey conducted among pedagogues, it was determined that most of the educational goals in the literature analysis, lectures, exercises, and training practice belong to the cognitive sphere. Comparing the taxonomies created in the cognitive field, it should be recognized that in this field, the taxonomy of B. Bloom is not more perfect.
Psychomotor	Action related	This field includes the principles of quick and agile change of direction of action in this or that action activity, formation of coordination and management of actions. These include writing, speaking skills, and social and labor education. These are the goals of the process of teaching learners.
Affective	A precious place	It includes basic perception, interest, value orientations and attitudes, starting from the readiness to learn, to the formation of the learners in a positive and personal relationship with the world. Among these are the goals of forming interest and inclination, being able to sympathize with one or another experience, attitude to events, understanding it and manifesting it in activity.

The creation of a clear, orderly and hierarchical set of goals is considered important for pedagogues, and it is necessary to pay special attention to the goal in the educational process. Using the pedagogical taxonomy, one can determine not only these goals, but also important tasks, the order and course of further activities, in which the accuracy and transparency of the activities of the cooperation of the pedagogue and learners are important. Specific goals provide an opportunity for the pedagogue to explain and discuss the main directions in the general activity of learners, and a system for evaluating educational results is created. Objectives, which are clearly expressed through the results of the activity, make it possible to evaluate them holistically.

The most well-developed and widely used taxonomy of learning outcomes is the cognitive domain. Cognitive goals can be achieved during one or more training sessions. Affective motives depend on the inner development of the individual and have a deeper character. It is impossible to achieve it in a short period of time. It is easier to express cognitive goals in the form of activity type. For this reason, affective factors are used in the taxonomy, acocan, in the pedagogical analysis of the result of education, and the developments related to the teaching technology are created according to the cognitive factors.

With the help of this taxonomy, the pedagogue is able not only to clarify the learning objectives, but also to place them in a strict sequence of interdependence. Such presentation of educational goals provides an opportunity for the pedagogue to explain to students the state of their cognitive activity, to encourage this activity to take a clear direction towards the final result. So, the monitoring of appropriation is created. This taxonomy also makes it easier for task designers to determine the appropriateness of learning material elements to which category of learning objectives. As a result of its application, it is possible to create tect tasks by expressing them in a fairly generalized form at levels where it is not possible to determine the identifiable educational goals. Or first, learning goals are determined in a more general form according to the taxonomy categories, and then a verb that matches them and expresses the final result more clearly is chosen, and tect tasks can be created.

The list of some verbs representing the categories of B. Bloom's taxonomy according to the cognitive aspect is given in the table below.

Table 3

Verbs related to categories of Bloom's taxonomy

Knowing	Remembers, remembers, informs, tells, repeats, chooses	Analysis	Separates, categorizes, organizes, groups, separates, organizes.
Understanding	Describes, defines, interprets, discloses, processes, implements, uses.	Cintez	Summarizes, plans, writes an essay, designs, creates, teaches.
Application	Solves, solves, implements, demonstrates.	Evaluation	Diagnoses, responds, verifies, controls, compares to standards.

The teaching purpose of the teacher and the learning purpose of the students are expressed in the same way, but in different ways. It is appropriate to express the learners' observations, actions, terms they are learning, basic phrases and concepts in the educational activity. In education, the defined goals of the pedagogue should be reflected in the identity goals of the students through verbs, which regulate their behavior and clearly state what is to be done . Learners need to understand what maqdad is when learning the material. Achieving identity goals is related

to the intended end result of education. These goals are directly related to the learning outcomes of students and connect theory with practice, which is derived from the teacher's goals. Learning material is divided into several logically related small parts that are easy for the learner to master. The topic is divided into several, at least two, sections based on the basic phrases and concepts. General goals in the subject are determined by the pedagogue. Here, the sequence of events is arranged, which means that they are ordered first and then later. The ranking of goals is determined by the overall goal of obtaining the final result. The idea of meeting the goals implies that it will be possible to monitor and explain the activities of learners through measuring tools.

A clear judgment is made about the achievement of identic goals only by the externally expressed activity of the learner and its component (answer, solving the puzzle, dividing and assembling mechanisms into parts, determining the sequence of the technological process).

When identifying learning outcomes, the pedagogue should pay close attention to the expression of the learners' externally observable behavior. This technology was created based on the idea and principles of behaviorism. He pretends to have a practical orientation and consists only in the analysis of his outwardly expressed and observable behavior.

Full identification and consistent expression of learning goals means that learners express their activities through the traditional way of emacs, but also through external observation and concrete actions. Learning outcomes, if it is possible to divide it into separate components and to teach them sequentially, in this case it is possible to fully follow the behavioral scheme (for example, to teach production operations, to perform various exercises, to form oral speech skills). This is especially important in the formation of professional skills as a result of dividing the labor operations of learners into separate parts.

A common way to specify learning goals is to express them in verbs that represent actions to achieve specific results. Macalan, after students have read and studied the topic independently: distinguish between existing information and conclusions, know evidence and assumptions, distinguish cause and effect relationships, identify errors in judgments, distinguish important ideas that do not depend on the essence of the case, graded and non-integrated determines the boundary, writes a summary on the topic. Each pedagogue, based on his personal experience and thinking, can choose the most suitable symbol for the attempted action.

Verbs can be used to clarify learning objectives by common logical operations. Pedagogical technology proponents suggest that the goals of each lesson should be expressed through the ability of new learning units in it and the externally observable behavior of learners. It is recommended that there should be 6-7 such units in each lesson, otherwise students may not be able to retain the excess information in full understanding and memory. For example: the specified goals of the training session on the topic "History of the emergence of science and its role today" of the subject "Information and communication technologies and systems in the economy" in the curriculum of higher education requirements can be as follows: after the students have fully mastered this topic and studied it independently, cognitive in context: he knows the history of the emergence of this science more deeply, understands the place of the science today, can evaluate its importance; pcixomotor field: learns the role of science in science and technology and in education; affectively: he understands the need to use them appropriately and appropriately.

When the goals and tasks are defined in this way, firstly, it is possible to clearly know that they have been achieved, secondly, when the tect tasks are created in accordance with these goals, it is possible to fully cover the content of the training, and thirdly, only the same and clear goals of one training will allow all pedagogues to achieve the same result. guarantees their achievement.

The transformation of learners' goals into tasks is considered an important part of the design of training on pedagogical technology. Because only when goals are successfully transformed into tasks, it will be possible to know clearly that they have been achieved. Learner objectives should

cover important concepts of the learning material and assignments should be structured accordingly. Tasks should be expressed in the above verbs, which indicate specific actions of learners. In this case, special attention should be paid to the use of verbs that are in accordance with the thinking levels of mastery. Because they ensure that the material is mastered at high intellectual levels. Each assignment should test the mastery of only one concept or rule and should be presented in a concise, understandable manner. Otherwise, it creates an additional challenge for the learner and discourages learning.

Assignments can be made in oral, written and text forms. It is also useful to create tasks of different forms for the same purpose. Because, in this, it is possible to objectively evaluate the knowledge of the learners regarding the mastery of a certain task. Verbal question-and-answer is a direct communication of the pedagogue with the learners, in which the answers given to the questions are evaluated.

Observation and analysis of pedagogical literature show that an important factor in the development of the learner's thinking ability is the feedback that the pedagogue gives to them and the learners to each other. It is noted that 80-85% of these questions require only evidential knowledge, and they limit themselves to repeating what they remember. Experiments show that only questions whose correct answer is not clearly stated in educational literature or not told by the pedagogue make students think. Macalan: Why? Check it out? Divide into components? What are your most important strengths? such as cavolles encourage learners to think at the level of higher intellectual activities or, after reading an unknown topic, encourage learners to think: How can I put a label on this topic? Find five key words from the topic that fully convey its content? What would you say to your teacher? It is also appropriate to give such questions.

It is also important to use the cavols that ensure the mastery of the material at high intellectual levels and are known as B.Blum's cavols in the world pedagogy when creating cavols that require oral answers.

Table 4

B. Bloom cavoli

Taxonomy categories	Cavalls
Knowing	Caveats about factual-evidential knowledge. What happened where and when? Where did you think? When?
Understanding	Cavollars showing understanding of meaning. Explain in your own words? Write the details? Which one of these is an example?
Application	Caveats of practical importance. Where and how is it used? Why would this be codir? How can this law be applied?
Analyze	(Cavoles about dividing the totality into component parts and establishing connections between them). Check it out? What are your most important strengths? Categorize?
Cintez	Cavolles about creating a logical new whole from separate parts. Make a plan? How would you create it? Identify the most important aspects of the topic?
Evaluation	Decision-making and decision-making skills. Appreciate this? Does the sample meet the requirement? Why?

Composes written assignments, involves the use of base words and phrases. When creating tasks of this form, it is necessary to pay attention to the amount of tasks to be solved using interactive devices. Because the use of such tips develops the thinking ability of learners, ensures the learning of educational material at high intellectual levels. The use of interactive devices in the educational process requires students to be creative and master these works at high levels of

analysis, synthesis and evaluation of B. Bloom's taxonomy. Improper use of interactive devices can reduce or misunderstand the camaraderie of these devices.

It is necessary to determine first of all how the identified educational goals will be checked. Based on the source, text and control works are selected. Selective control is applied to each target separately. However, a separate control case should be found for the first set goal, and a separate control case to achieve the next goal. All control work is summarized and the final assessment is reported. Macalan: Since the 1st goal is defined as knowing the definition by heart, it is required to recite it by heart. The 2nd goal is to teach how to apply the formula in practice, it is required to develop and apply it in practice. The 3rd goal is to use the formula in an unusual situation, it is selected moc micol and it is required to work.

So, as many goals have been determined, as many control work will have to be developed. Thus, harmony is created between the purpose and control work. The nature of the task is definitely taken into account when choosing control tasks. Clearly defined targets facilitate eca inspection. Different types of tect can be used in control work.

Thus, identification of pedagogical goals in training sessions is important in improving the quality and camaraderie of this process. For this, pedagogues need a creative approach to these issues.

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