Use of Blum's Taxonomy in Studying Oybek's Life and Work

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Abstract: This article focuses on the importance of Bloom's taxonomy in today's educational process and the role of this taxonomy in the study of Oybek's life and work. The article also provides information on modern educational technologies.

Keywords: Modern technology, Bloom taxonomy, knowledge, understanding, synthesis, analysis, evaluation, Oybek's work, special skills, analysis, application.

Bloom taxonomy is a long-standing field of knowledge that categorizes critical thinking to help teachers define more clearly defined learning objectives. American education psychologist **Benjamin Blum** developed this pyramid to determine the level of critical thinking that requires a task. Founded in the 1950s and revised in 2001, the Bloom taxonomy has provided teachers with a wide range of vocabulary to name the specific skills needed to improve their skills. The purpose of education is to create thinkers and creators. Bloom's taxonomy allows students to work from start to finish or to the point where they can think creatively about a topic and solve problems for themselves. Learn to teach the basics at all levels and incorporate them into your lesson plans to reinforce what your students are learning.

The concept of Bloom's taxonomy encourages students to understand the information presented in addition to remembering the truth. Previously, this was an understanding. Understand where students encounter questions and tasks as part of an understanding instead of explaining facts.

For example, before giving information about Oybek's novels, the genre of the novel and its peculiarities are explained. The following questions can be asked:

✓ Do you know any representatives of Uzbek literature born in 1905?

✓ Do you know any artists born in Tashkent?

✓ What writers do you know who have written works on the life and work of A. Navoi, a great representative of Uzbek literature?

✓ What are the main ideas in Oybek's works?

✓ In what genres did Oybek create?

✓ Has the author influenced our history with his works?

✓ What do you know about Oybek's work?

The above questions will test students' knowledge of Oybek's personality.

✓ What kind of person was Oybek (kind, generous, hardworking)

✓ Is the theme of war addressed in Oybek's work?

✓ Which heroes are Yolchi, Gulnor and Yormat?

✓ Describe the image of a traveler?

As the reader answers these questions, they will now be able to understand who Oybek is and what kind of person he is, and substantiate their views with evidence. The hands-on questions ask students to apply or apply the knowledge or skills they have acquired. They use the information provided to create a viable solution to the problem.

For example, using Oybek's lyrical heritage and their lingvopoetic analysis to determine what poetry is, the reader is given information about the different aspects of all weights of poetry and their types in terms of structure.

At the level of analysis of this taxonomy, students demonstrate whether they can identify patterns to solve problems. They use their best ideas to differentiate between subjective and objective data for analysis and conclusion. In this case, they should be able to distinguish between the character traits of Mirzakarimboy and the traits of the Traveler, and to identify the contradictions between them. For example, a native language and literature teacher who wants to assess students 'analytical skills may ask why the protagonist's actions in the novel are motivated. It requires students to analyze the characteristics of that character and draw conclusions based on that analysis and their own opinions.

In assessing the level of pre-synthesis, students use the facts provided to create or predict new theories. To do this, they need to apply skills and concepts on several topics at the same time and synthesize this information before coming to a conclusion. For example, if the reader analyzes the differences between a lyric and an epic using a set of data, this type of thinking is an assessment.

The highest level of Bloom taxonomy is called creation, formerly called evaluation. Students who demonstrate creative ability need to know how to draw conclusions, ask questions, and invent new things. For example, questions and tasks in this category may require students to evaluate copyright bias or even the validity of a law by analyzing the information provided and forming opinions, which they must always substantiate with evidence. Often, task creation asks students to identify problems and discover solutions (new processes, objects, etc.) for them.

There are many reasons for a teacher to be close to the Bloom taxonomy, but the most important is to use it in designing guidelines. This hierarchical framework clearly outlines the types of thinking and actions that students need to be able to achieve in order to achieve their learning objectives.

In order to use Bloom's taxonomy, it is advisable to first set learning objectives for the lesson or department by tailoring students' work to each level. These levels can be used to help students decide how they want to think and reason at the beginning of a lesson and how they should think and reason after class.

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