

APPLYING BLOOM'S TAXONOMY IN BEGINNER LEVEL EFL CLASSES

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Abstract: Among its contemporaries, the updated Bloom's taxonomy is perhaps the most widely used cognitive process model. It is a categorization paradigm that emphasizes the cognitive levels beginning with remembering the information and progressing to more complicated levels such as producing the knowledge. Education psychologists want to assist instructors, policymakers, and curriculum creators in designing education that enables students to effectively retain, retrieve, and apply the selected content.

Key words: revised Bloom's taxonomy, reading skills, reading comprehension questions.

Due to their restricted time and excessive workloads, teachers are unable to produce educational materials for their classes. Therefore, they mostly use course books in their classrooms and refer to these course books as the primary instructional tools (Ulum, 2016). In the late 1930s, information processing emerged as an important aspect of cognitive study. Recent learning and teaching methods, research investigations, and disciplines such as psychology indicate that the mind utilizes a variety of cognitive processes for manipulating, describing, storing, and retrieving information (Darwazeh, 2017). These cognitive processes include memory, understanding, discrimination, and analysis, among others. Moreover, the degree of difficulty of these cognitive processes varies, since they may be of low, medium, or high complexity. Thus, the degree of difficulty may be seen as a component of any cognitive-based classification system. Consequently, a number of scholars in the relevant field of study have applied cognitive science ideas to the subject of education (West, Farmer, & Wolff, 1991). Education psychologists want to assist instructors, policymakers, and curriculum creators in designing education that enables students to effectively retain, retrieve, and apply the selected content. Classifying information in a precise sequence that is durable in a person's memory can aid learners in effectively storing, retrieving, retrieving, and using facts; otherwise, the whole learning process may be impeded. Thus, it is imperative that students acquire the fundamental knowledge prior to attempting to interpret current information to develop meaningful knowledge (Darwazeh, 2017). The initial Taxonomy provided peculiar definitions for the six main cognitive domain dimensions, namely knowledge, comprehension,

application, analysis, synthesis, and evaluation, whereas the revised Taxonomy included the levels of remember, understand, apply, analyze, evaluate, and create respectively (Armstrong, 2010). Wilson (2016) created the following diagram to illustrate the difference between the original and amended taxonomies.

The stages are arranged from easy to difficult, basic to complicated, and tangible to abstract to illustrate a hierarchical structure. Thus, the competence at a lower level is a requirement for competence at a higher one (Krathwohl, 2002). Bloom et al. (1956) developed a categorization model based on critical thought and cognitive processes. In addition, the Revised Bloom's Taxonomy proposed by Anderson et al. (2001) included student prototypes into the original taxonomy in an effort to improve student understanding. The cognitive process is comprised of six aspects that undergo major alterations. Primarily, the noun forms of Bloom's six dimensions were changed to verb forms to emphasize the significance of student activity. In addition, the old taxonomy's knowledge level was renamed remembering in the new version. In addition, the comprehension level of the original taxonomy was changed to understanding, while the application/applying, analysis/applying, and evaluation/evaluating levels remained the same. Last but not least, the synthesis level was renamed creating, and the order of synthesis/creating and evaluation/evaluating was reversed in the new taxonomy. In contrast to the original taxonomy, the new taxonomy (Anderson et al., 2001) allows the levels to intertwine (Krathwohl, 2002). In the 1960s, Bloom's original taxonomy was described as a hierarchical framework of the cognitive domain (Bloom et al. 1956). In the year 2001, Anderson and his colleagues changed the model. As a result, significant changes were made to the structure and vocabulary of the model. Original (Bloom et al. 1956) or amended (Anderson et al. 2001) taxonomy refer to a categorization model that hints to cognitive stages ranging from simple remembering to more complex actions such as producing (Ulum, 2016). Bloom's taxonomy of educational objectives plays an important role in developing learning tasks, assessment tools, and course materials with respect to higher and lower level cognitive skills because it is necessary to assess how well learners comprehend and apply information for meaningful learning (Köksal & Ulum, 2018).

Teachers in both public and private schools lack the time and opportunity to create instructional materials for their courses. Thus, they rely heavily on textbooks as the primary course materials and employ them extensively in their classes. The EFL textbooks chosen for examination in this study work are those used in high schools across Turkey. The objective of this research is to determine the degree to which EFL textbooks incorporate higher and lower level questions based on the updated Bloom's taxonomy. In the study, the overall reading sections of the EFL textbooks were examined. In other words, the cognitive level of the reading passages was determined using the updated Bloom's taxonomy. This content analysis will determine whether or

not the reading questions in EFL textbooks include the higher-level thinking abilities outlined in the updated Bloom's taxonomy. 1.1 Purpose of the study This research paper is to assess the cognitive levels of the reading questions in the EFL textbooks developed locally for students in Turkey's ninth, tenth, eleventh, and twelfth grades. With reference to the new Bloom's taxonomy, this research tries to determine if there is a lack of low or high order cognitive levels in the reading questions. Thus, the following study question was posed: How much do the reading parts of the ninth, tenth, eleventh, and twelfth grade EFL textbooks include the lower and higher order cognitive levels outlined in the updated Bloom's taxonomy?

1.2 Significance of the study This research paper investigates the reading questions in EFL textbooks written for Turkish students in order to determine the proportion of lower and higher cognitive levels outlined in the updated Bloom's taxonomy and to recommend techniques to aid textbook writers in the creation of reading questions. In addition, the conclusions of this study article will greatly assist teachers in crafting reading problems depending on the appropriate cognitive levels. This study paper's findings will also assist relevant authorities in selecting the necessary textbooks. This research will increase awareness of the needed cognitive levels that must also be included in textbooks. In addition, the outcomes of this research will be of considerable value for both global and local stakeholders in order to achieve the curricular goals. 1.3 Limitations of the study Textbooks should provide a variety of reading questions based on both low and high order cognitive abilities so that students are equipped to answer to questions at any cognitive level (Assaly & Smadi, 2015). Only the updated Bloom's taxonomy was used to ask the reading comprehension questions in this article. In addition, this study work is confined to locally created EFL textbooks for the ninth, tenth, eleventh, and twelfth grades. Other local EFL textbooks from the elementary and secondary levels, as well as internationally authored EFL textbooks from various grade levels, were not included in the study's findings. Lastly, this research article solely investigates reading questions; consequently, the study's findings are confined to the examination of reading questions.

This qualitative study use descriptive content analysis as its methodology. The updated cognitive levels of Bloom's Taxonomy were referenced in the classification of reading questions in EFL textbooks. Initially, two study questions pertaining to lower and higher order cognitive levels, respectively, were formulated. The former refers to tangible phases of cognition, whereas the later is concerned with abstract states of cognition.

1. To what extent do the reading sections of the 9th, 10th, 11th, and 12th class EFL textbooks involve the lower higher order cognition levels specified in the revised Bloom's taxonomy?

2. To what extent do the reading sections of the 9th, 10th, 11th, and 12th class EFL textbooks involve higher order cognition levels specified in the revised Bloom's taxonomy?

Key words and verbs exemplifying the taxonomy stages, example question stems, and prospective activities concentrating on each level were used to indicate which levels of thinking order were noticed in the total assessed reading passages. In addition, the key terms and verbs illustrative of the taxonomy's phases, example question stems, and prospective actions were derived from Tarlinton (2003) and Pohl (2005, 2000). As the obtained data are evaluated and analyzed, this study is based on qualitative research. In addition, frequencies and percentages are provided in the study as a quantitative research design, whilst the relevant samples from the reading comprehension questions reflect the qualitative investigation. The following EFL textbooks are included in the study:

- High School Relearn Student's Book Grade 9 designed and delivered by the Ministry of Turkish National Education, 2019
- Count me in Student's Book Grade 10 designed and delivered by the Ministry of Turkish National Education, 2019
- Sunshine English Student's Book Grade 11 designed and delivered by the Ministry of Turkish National Education, 2019
- Count me in Student's Book Grade 12 designed and delivered by the Ministry of Turkish National Education, 2019.

Reading passages of the studied textbooks were evaluated in light of the cognitive levels of the updated Bloom's taxonomy. For this purpose, descriptive content analysis was used to the reading sections of each unit of EFL textbooks. Low order cognitive skills: remembering, comprehending, and applying; and high order cognitive skills: analyzing, assessing, and inventing. The frequencies and proportions of each level of thinking were then computed. Several models, such as Piagetian and Vygotskian, are used to evaluate assessment tasks and questions (Anderson & Krathwohl, 2001), but the revised Bloom's taxonomy can be viewed as a cornerstone for investigating assessment tools based on the cognitive domains of remembering, understanding, applying, analyzing, evaluating, and creating (as cited in Zareian at al., 2015). In order to provide a clearer illustration of the data in the current research, the percentages and frequencies of each cognitive level have been provided in tables. Briefly, the updated Bloom's taxonomy served as the conceptual underpinning for this investigation. Accordingly, the results were tallied, and relevant examples were presented to illustrate each cognitive level of the new Bloom's taxonomy.

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