



STUDYING HISTORY AND LAW UNDER THE CRITERIA OF BLOOM'S TAXONOMY: INTERNATIONAL EXPERIENCE, PROBLEMS AND SOLUTIONS

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Article history:	Abstract:
Received: December 26 th 2023 Accepted: February 21 st 2024	The article is devoted to the integration of digital technologies into learning based on the SAMR (Substitution, Augmentation, Modification, Redefinition) model developed by Ruben Puentedura. The stages of using digital technologies in the educational process are considered. The use of these technologies to improve the level of training is justified. Examples are given of how the stage of routine use of digital technologies occurs at the levels of substitution and improvement, and the stage of innovative use of digital technologies occurs at the levels of change and transformation. Bloom's Taxonomy is described as learning through a set of concepts that begin with lower order thinking skills and progress to higher order thinking skills.

Keywords: Bloom's taxonomy, digital technologies, digital transformation, SAMR model.

INTRODUCTION

Over the past few decades, significant technological changes have occurred in the field of education. New systems, platforms and applications have paved the way for new digital pedagogies and new approaches to learning. Today, educational institutions are equipped with technologies designed to help teachers teach more effectively, which in turn allows students to learn at a deeper level [1]

MATERIALS AND METHODS

When placed in Bloom's revised taxonomic pyramid, this level corresponds to creation and evaluation as higher order thinking skills. Transformation means that students use technology to create new challenges. For example, after completing a group activity (writing a historical story in the cloud) and receiving feedback from classmates and the teacher, students can use the technology to connect with students in other cities and regions to see how regional differences affect the way people view the world.

RESULTS AND DISCUSSION

Bloom's Taxonomy, developed in the 1950s, represents learning through a set of concepts that begin with lower order thinking skills (LOTS) and progress to higher order thinking skills (HOTS) [1]. The original phraseology of Bloom's taxonomy consisted of six levels, starting with knowledge at the lowest level, then moving through understanding, application, analysis, synthesis and evaluation. The basis of the theory is quite simple: a person cannot understand what he does not remember

(does not know), and he cannot analyze or apply this knowledge if he does not understand the material. While the ability to analyze and apply certainly exceeds the basic category of knowledge, synthesis entails the unequal application of knowledge and/or skills to create something new. Finally, assessing the value of the material is necessary to produce a quality final product. In 2001, Laurin Anderson and David Kratwohl, former students of Bloom's, revisited Bloom's taxonomy and published a revised version that streamlined the categories and used verbs rather than nouns to describe each category [2].

The teacher's goal is to build an educational process that is related to Bloom's revised taxonomy and the SAMR model - when a task moves from the lower to the upper levels of the taxonomy, it also moves from the lower to the upper levels of the SAMR [3]. The two levels of routine use of SAMR (replace, improve) are associated with the lower three levels of Bloom's taxonomy (remember, understand, apply), and the two levels of innovative use of SAMR (change, transform) are associated with the upper levels of Bloom's taxonomy (analyze, evaluate, create). In turn, in each group a similar ordering occurs - for example, tasks of the "remember" type are mainly associated with the use of technology at the substitution level, tasks of the "understand" type are associated with the use of technology at the substitution or improvement level. This combination of the SAMR model and Bloom's taxonomy has several desired results:



- the desire to achieve the upper levels of Bloom's taxonomy and, accordingly, to achieve the upper levels of SAMR;
- The approach outlines a clear set of steps that help implement digital technologies in the educational process.

As education undergoes a digital transformation, we are addressing new technological challenges in teaching and learning. And Bloom's revised taxonomy takes into account traditional goals, actions and processes, but they do not address those new goals, actions and processes that have emerged due to the introduction of digital technologies into the educational process.

Bloom's digital taxonomy is divided into the same six categories, but the difference lies in the inclusion of digital technologies and digital cognitive goals when measuring learning outcomes [4].

Let's consider an example of the joint use of the SAMR model and Bloom's digital taxonomy in practice.

As part of the development of digital competencies of future teachers when studying the discipline "Digital Education Technologies" uses the SAMR model and Bloom's taxonomy to increase efficiency.

The main goal of the discipline is to develop in future teachers the ability to systematically see the pedagogical process, analyze pedagogical tasks, identify goals and choose effective digital technologies to solve them.

The content of the discipline consists of the following modules:

- Teacher's digital competence as a resource development of education.
- Digital technologies as a tool for creating electronic educational resources.
- Digital technologies as a tool for effective teaching.
- Digital technologies as a means of building an educational environment.

CONCLUSION

What is especially important is that several pedagogical goals are achieved: professional digital pedagogical competencies are mastered, educational goals are achieved - the formation of communication skills in the usual mode and in the information and educational environment, cooperation skills and development from the initial stage of planning to implementation finished project (product) - a reference guide on multimedia design. Taking into account the limited time for studying the subject, it is necessary to note the effectiveness of using Bloom's digital taxonomy in intermodular integration within the framework of studying a discipline designed to develop digital pedagogical competencies.

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