Scientific and Methodological Foundations of Using Bloom's Taxonomy Criteria in Elementary School Reading Literacy Classes

Husenova Aziza Sharipovna
Bukhara State Pedagogical Institute,
Doctor of Philosophy (PhD)
a.sh.husenova@buxdu.uz

Abstract. This article, based on an analytical approach, studies the improvement of the scientific and methodological foundations of the use of Bloom's Taxonomy criteria in primary school reading literacy lessons and the role of the analytical approach and BLUM's taxonomy in developing reading literacy in primary school students. The article is aimed at improving the methodological foundations of the use of taxonomy criteria in the formation of reading literacy skills. The approach ensures the development of students' skills of analysis, evaluation, synthesis and independent thinking. The work presents the practical application of the analytical approach and taxonomy criteria, the scientific significance of the effective organization of the reading process in primary education. The level of students' mastery and the possibilities for developing an individual approach are also analyzed.

Keywords: analytical approach, BLUM's taxonomy, reading literacy, primary education, students, analysis, evaluation, synthesis, methodology, pedagogical approach, cognitive skills, individual approach, learning process, educational system, independent thinking.

Introduction. In the 21st century, the development of human capital and the competitiveness of countries directly depend on the quality of education. In particular, with the development of modern information and communication technologies and artificial intelligence, the need for education based on science, thinking and analytical thinking is increasing in society. This, in turn, requires the formation of a high level of cognitive activity in students, and the introduction of approaches aimed at analytical and independent thinking in the school system, in particular in primary education. The primary education stage is of particular importance in this regard, because during this period the child's attitude to educational activities, thinking, speech, perception and independent thinking are formed. In particular, reading literacy lessons not only develop children's technical reading skills, but also lay the foundations for analytical, critical and reflective thinking. In this process, the use of scientifically based criteria such as BLUM's taxonomy takes the quality of education to a new level.

In recent years, deep reforms have been carried out in the education sector in the Republic of Uzbekistan. In particular, the Law "On Education" (2020, new edition) identified the introduction of high-quality and person-oriented education, the opening of students' intellectual potential, and the development of their thinking and analytical abilities as the main tasks. The Resolution of the President of the Republic of Uzbekistan No. PQ-5050 dated April 6, 2021 "On Improving the

National System of Education Quality Assessment" proposed the use of the BLUM taxonomy criteria in assessing students' knowledge in modern education.

The Min Part

The development strategy of the new Uzbekistan for 2022–2026 identified deep modernization of the education system, the widespread introduction of innovative methods, and the organization of classes based on advanced international experience as one of the priority areas. In this regard, the need to form an educational methodology based on the cognitive stages of BLUM's taxonomy in primary school reading literacy classes is acutely felt. Because in traditional approaches, the student is more focused on memorizing and repeating ready-made information, while the analytical approach serves to develop the skills of analyzing, comparing, generalizing, evaluating knowledge, and drawing new conclusions. Reading literacy is an important factor in ensuring the high level of development of students in the educational process. This skill is necessary not only for understanding educational materials, but also for clearly and consistently expressing one's thoughts, analyzing, and drawing logical conclusions. It is at this point that the importance of the analytical approach and BLUM's taxonomy increases.

Bloom's Taxonomy is a clear system that helps in the development of reading literacy. It allows you to clearly indicate at what level students master knowledge and skills in the process of acquiring knowledge. Taxonomy helps to organize the learning process more deeply by clearly defining each level.

The gradual cognitive levels of knowledge acquisition according to Bloom's taxonomy - knowledge, understanding, application, analysis, synthesis and evaluation - allow you to effectively manage the thinking process of students. Especially at a time when the thinking activity of primary school students is just being formed, organizing a lesson based on these criteria serves to gradually develop their thinking. Also, the opportunity to enrich the educational content in primary school with innovative approaches and improve the content of the lesson using the Bloom's taxonomy criteria expands. This not only deepens students' knowledge, but also forms their skills to make independent decisions, justify their opinions, and apply the acquired knowledge in new situations. Reading literacy is the student's ability to read and understand written text, analyze information, reason based on it, and apply it in real-life situations. In modern education, this term is interpreted in a broader sense and includes the student's ability to work independently on the text, evaluate it, process it, and draw conclusions. In primary education, reading literacy is the main tool for the formation of thinking in children, the development of a culture of perception and speech. In particular, the skills formed at the initial stages of reading activity serve as the foundation for the subsequent process of acquiring knowledge.

The current education system requires new methodologies aimed at developing students' activity, independent thinking, and high-level analytical and synthetic thinking. Bloom's taxonomy is known as an effective tool for strengthening students' reading and thinking skills. Problems of reading literacy in primary education: The process of developing reading literacy is important for primary school students, and at this stage, students need to acquire more literacy, logical analysis, and synthesis skills. Reading literacy is not only about reading the text correctly, but also includes understanding its content, drawing logical conclusions, and analyzing it. The taxonomy allows teachers to determine the level of reading and analysis of students and apply appropriate teaching methods to them. This pedagogical approach encourages students to actively participate in the process of higher-level thinking and reading. Using taxonomy criteria, teachers can develop the most effective reading strategies for students, taking into account their individual needs. This topic contributes to the development of modern pedagogical methods from a scientific and methodological point of view, increasing the importance of the analytical approach in the educational process. Using taxonomy, it

is possible to increase the level of reading literacy, develop independent thinking, analysis and a creative approach in students. This helps teachers develop more effective methods in the pedagogical process. The scientific and practical significance of the topic is that the analytical approach and the application of BLUM's taxonomy to pedagogical processes serve to develop students' reading literacy. This approach helps to form high-level cognitive skills (analysis, evaluation, synthesis, etc.) in primary school students. Reading literacy is aimed not only at reading the text correctly, but also at understanding its content and drawing logical conclusions, and the role of the analytical approach in this process is very large.

The use of the methodological foundations of BLUM's taxonomy in the formation of reading literacy in students helps to develop new pedagogical approaches. The taxonomy measures the level of knowledge, analytical and evaluative abilities of students. This methodology makes it possible to clearly indicate the level of students' mastery and effectively organize their reading activities. The analytical approach and BLUM's taxonomy in the development of reading and writing skills for primary school students are shown. Students actively participate in the learning process by developing the skills of reading, understanding, analyzing, synthesizing the text and expressing their thoughts. Also, the development of reading and writing skills helps to organize the thinking system of students.

The development of an individual approach by taking into account the specific needs and abilities of students is of scientific and practical importance. Based on the taxonomy criteria, teachers can determine the level of each student and choose reading and writing methods accordingly. This, in turn, helps to develop the individual abilities of students in a timely manner. The topic helps to effectively organize the pedagogical activities of teachers, develop analytical and independent thinking skills in students. Organizing lessons based on the taxonomy allows students to understand the reading material more deeply and effectively. This encourages teachers to improve the quality and efficiency of lessons.

The development of reading literacy and analytical thinking skills is one of the main problems of the modern education system. This topic is aimed at solving this problem in the education system from a scientific and practical point of view, allowing to improve students' reading literacy and general thinking skills. At the same time, it helps to improve the methods and techniques of teachers in teaching students. The topic shows the possibilities of using national and international educational experience from a scientific and practical point of view. In developing students' reading literacy, taxonomy-based methods are widely used worldwide. This experience, in turn, allows to improve the quality of the national education system and adapt to global educational trends. According to UNESCO, literacy is "a state in which any person can fully communicate with himself and others, rely on written sources in making life decisions, and consciously analyze information in various social and cultural contexts." Therefore, reading literacy is not only a reading technique, but also the initial stage of logical, critical and analytical thinking. In modern curricula, reading literacy includes activities such as working on the text, questioning, text analysis, planning, isolating the main idea, and evaluation. This requires methodologically well-thought-out approaches.

In primary education, this approach not only helps students acquire knowledge, but also helps them learn to learn independently, develop active thinking and decision-making skills. In particular, in reading literacy lessons, through an analytical approach, students can distinguish facts and ideas in the text, distinguish the main idea, and try to understand the author's intention. Research (Anderson and Krathwohl, 2001) shows that even for young children, cognitively complex activities can be organized in stages, which quickly develops their mental potential.

Bloom's taxonomy is a cognitive step-by-step classification of learning objectives developed in 1956 under the leadership of the American educator B. Bloom. This taxonomy involves the

development of students' thinking activities from simple to complex. According to BLUM's taxonomy, knowledge is acquired through the following stages:

Knowledge – remembering information

Comprehension – being able to interpret information

Application – being able to use knowledge in practice

Analysis – separating and analyzing components

Synthesis – creating new ideas

Evaluation – justifying one's opinion, critical approach

Organizing lessons according to BLUM's taxonomy directs students not only to acquiring knowledge, but also to critical, reflective and independent thinking. This expands the possibilities for applying an analytical approach in primary education.

In the education system of the Republic of Uzbekistan, the criteria of the BLUM taxonomy are being gradually introduced into curricula. In particular: The types of cognitive activities are defined in the State Educational Standards. New generation textbooks for primary grades provide for working on the text, analyzing, planning, expressing alternative opinions, and evaluating activities. The concept of the "Portrait of a New Student" introduced in 2022 lists competencies such as independent thinking, communication, and critical approach in students as the main criteria. Republican scientific and practical centers for assessing the quality of education are developing lesson plans and methodological manuals based on the BLUM taxonomy. All this proves the relevance of this approach and its scientific and practical basis. The analytical approach helps students analyze texts, logically express thoughts, and draw conclusions during their reading process. This approach helps the teacher determine the level of students' understanding of the text, isolate its main ideas, and analyze the text.

Conclusion. The analytical approach and the scientific and methodological significance of the BLUM taxonomy in the development of students' reading literacy in primary education were widely analyzed. The effectiveness of using taxonomy criteria in improving students' reading literacy and developing independent thinking skills was proven. BLUM taxonomy helps students develop higher levels of analysis, synthesis, evaluation, and thinking. This approach involves developing analytical approaches to the content of primary school students, not only by understanding the text. The analytical approach also allows students to process knowledge and make independent decisions about new information.

Ways to increase the effectiveness of pedagogical approaches in organizing the learning process based on taxonomy were presented. Using taxonomy criteria, teachers will be able to determine the level of knowledge of students and organize lessons taking into account their individual needs. This, in turn, increases the level of mastery and intellectual activity of students. It was also noted that the practical application of the Bloom's taxonomy will lead to an improvement in the approach of teachers to students and their more effective participation in the learning process. This will create opportunities for an individual approach to students, for them to clearly express their thoughts and develop creativity.

References:

1. Khojayev Kh. Development and application of pedagogical technologies (2019). Tashkent: Ma'naviyat, pp. 102-110.
2. Shomurodov M. Development of literacy in primary education (2020). Tashkent: Ta'lim, pp. 45-56.
3. Bekzhanov J. Improving teaching methods based on BLUM's taxonomy (2021). Bukhara: Science and Education, pp. 33-40.

4. Mahmudov S. Analytical approach and its role in the education system (2018). Tashkent: Uzbekistan, pp. 76-84.

5. Ismoilov D. Reading literacy and pedagogical methods (2017). Samarkand: Ilm-fan, pp. 59-67.

6. Karimov R. Methods of synthesis and analysis in education (2022). Tashkent: Tashkent University Publishing House, pp. 123-130.

7. Orniyazov N. Pedagogical approaches and methodological principles (2023). Tashkent: Pedagogy, pp. 80-92.

8. Gulyamov B. Reading literacy in primary school (2016). Fergana: Education and knowledge, pp. 40-48.

9. Yusupov K. Developing cognitive skills in students (2021). Tashkent: Teachers' Association, pp. 113-120.