STUDYING LITERARY MATERIALS BASED ON BLLOM'S TAXONOMY IN CLASSES CONDUCTED IN LANGUAGES OTHER THAN THE MOTHER TONGUE

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Abstract: In this article, ways of using Blum's taxonomy in teaching Karakalpak literature materials in classes where education is conducted in languages other than the state language were studied based on T. Qayipbergenov's work "Maman biy apsanasi".

Keywords: literature lesson, taxonomy, methodology, knowledge, understanding, use, analysis, synthesis, evalution

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The high quality of education in any society is not related to the development of knowledge in the education system at a certain level or its relation to science to the discussion of all societies, but it is highly connected to the idea that the particular science's or subject's designed teaching methodology and its value that it shares with the society, which is undeniably and extremely valuable.

Until the contemporary days, in order to teach the literary works of Karakalpak, there have been published some expensive scientific books on the teaching of these literatures. Even though, today, the rapid development of information technologies, the possibility of finding almost all information quickly in social networks, the necessity of teaching lessons with the old methodology, and the fact that the students are a little bored, have shown that it is possible to take away the excitement. Graphic organizers (cluster, fish skeleton, SWOT technology, mosaic, T-table, PSMU, lily flower, etc.), which are used throughout the lesson in the past, the methods lead to a slight improvement in the quality of knowledge, do not provide the knowledge that should be imparted to the literature class. If the main object of teaching a literary lesson is a literary work, its purpose is not to be a person, but to educate a good person, and to study the work through discussion should be one of its main methods, but nowadays in the literature lessons, the work is not analyzed, the work is not the only content of reading. The methodical work is carried out by studying which years of the author of the project, what kind of projects are written, and how to write them. The Uzbek scientist Q. Yuldoshev expressed his opinion about this: "Just as a philologist who does not have sufficient knowledge of interpretation of works of art does not know what to "give" to his students, he is not able to bring to mind what he "requires" from them. It is important that the students do not disturb their fantasy world, do not strain their minds, and get a good appreciation of the simple "knowledge" of literature. For example, in the field of physics, for the creation of the exact law of universal gravitation, Newton's thought was put in a place where he did not think, but the reading of the law without knowing the content of the law is considered "bad". However, Alisher Navai's "Hamsa" consists of five books, which was written over two and a half years, and it is worth reading "good" even if he does not surpass "Hamsa". What should be required in the literature lesson is not clearly defined, so he considered that "knowledge" is enough [1.15]

In 2021, the Republic of Uzbekistan joined the international PISA program for monitoring the level of education of students. What are the student's abilities evaluated in this international PISA program? Preparing the students for the study of national intercultural programs, reading assignments, and learn to

use them in real life.

The effective use of interactive methods of modern pedagogical technologies in teaching mathematics and natural subjects, strengthening the interrelationships of subjects in natural subjects, clear, intercultural programs in the seminars of reference schools in natural and philological subjects, and the tasks used in everything was taken and it was reported. The main questions asked of the students in the PISA tests were their personal opinion, the perspective of correctness, and the ability to use the knowledge in their lives. Bloom's Taxonomy, which we are going to talk about in our article today, will help in developing the above-mentioned concepts in reading.

The term "taxonomy" (from the Greek language, taxis- order, line and nomus-rule) is the theoretical and practical part of systematics for the classification of organisms. The term was made up by a Sweden scientist in botanics O. Dekandol (1813-j) [2]

Bloom's taxonomy was improved in 1956 by a number of studies led by American psychologist Benjamin Bloom, and the ideas of Bloom's taxonomy in his book "Teaching Objectives Taxonomy: Learning Objectives" [3] were added to the taxonomy. Bloom's taxonomy is a classification of discourses that are presented to students by teachers for the purpose of achieving clear learning objectives. He divided the educational goals into three categories: cognitive, affective, psychomotor. It is possible to use the words of this book to understand, understand, and create (in theory, practice, and theory). Each chapter is covered in depth, so it requires a high level of expertise. The purpose of Blum's taxonomy is to create the most complete form of co-teaching with all three aspects of teaching [3].

Discussion: Cognitive ability is a collection of all cognitive mental processes of a person who is responsible for receiving, processing, selecting, remembering, and storing information. In Blum's taxonomy, the cognitive element of the educational goal is classified accordingly. The level of knowledge is made up of collecting information and ordering them.

1. The student was able to repeat the concepts, clear facts, and situations that he had learned. First of all, it will be useful to learn about the topic. The level of knowledge is considered to be the level of precision, without which it is difficult to build the next models.

2. Level of perception. Here is a better example - repetition. This is a retelling of the read text in his own words, so that it can be understood. This is not to repeat the things that have been forgotten, it is necessary to clarify the things that have already been understood, to apply what you have learned from the new text in new places, to use what you have learned from the text as a reference in your writing, and to analyze it with your own thoughts. It is possible to create a text with such a theory, to convert the existing text into a theory.

3. Practising level. In this, it was explained how to use the acquired knowledge in other situations. Applying the lessons learned from literary works to life experiences, increasing language skills through learned vocabulary and learning the possibility of getting out of the situation using words.

4. Level of discussion. Putting the collected knowledge into a clear system. About this project, its plot elements, characters, the position of the author and the hero, the definition of artistic tools, the development of the idea of the theme of the project, and the level of creativity of the characters were explained.

5. High level of maintenance. (Synthesis) In this study, the ability to learn specific things about the knowledge acquired from literature, and the ability to write literary works (statement, project work, report, scenario for literary works) was developed. 6. Evaluative level. By obtaining this level of study, it is necessary to take into account the ability to appreciate any situation, to appreciate projects, to be able to appreciate the place in the middle of the place, to express one's thoughts freely in writing, to express one's own thoughts about the project.

From this, the next step is the affective fields, and the emotive field is used. After passing through the

cognitive process, the protagonists of the novel, after passing through the cognitive process, take into account the feeling of the situation of the heroes of the work. For example, each reader may have a different appreciation for the heroes of the novel, some readers may have a better relationship with the character that we consider to be unlikable, and have a better attitude towards the characters who are popular. In this case, it is important to consider the student's opinion, if the student can prove his opinion based on his feelings, if he can model the teaching process in his studies, then the lesson will be considered to have reached its goal. In order to reach the next level of psychomotor, it is necessary for the students of this training to be prepared for both levels. plastered. The student could express new views on the theories he received, but he began to give new ideas of his own, focused on the development.

Materials: As a practical example of the above-mentioned ideas, we will consider the example of the teaching of the novel "Maman biy ápsanası" by T. Qayıpbergenov in the 9th grade of the secondary school.

He gave information about the author's biography and instructed the students to read it and not spend too much time. In the lesson, we talked about the genre of the trilogy, the fact that the trilogy "Qaraqalpaq dástanı" is made up of 3 books, and the first book of the book "Maman biy ápsanası" was adapted from the previous lesson.

The teacher read his thoughts to the students himself, and during the whole lesson, he explained to the students that they were forgetting about themselves, and that the incomprehensible words were written with a pen under the names of the heroes. It will take 10 minutes to read the article. Pupils got to know the text, they had original ideas about the text. They now have information about who the author of the project is, what the project is about, and who the heroes are. It indicates the level of knowledge of this taxonomy. The students' thoughts were taken into account in order to correct the level of the problem, and they asked what they thought about it. However, this question does not mean to repeat its content, it is necessary to explain that the reader should have his own thoughts about the vice versa project. For example, this study shows the election program of Karakalpak people, the instability of health, pride, wisdom of young adults, impatience of young people, and the lack of patience among them. In the future, it is aimed at Answers such as these are presented at the level of comprehension. At the level of application, the task given to the students before reading the text is to find out what they need. Volunteer students were taught the lines that leaked themselves, and asked why these lines should be chosen, and the students should discuss this. For example, if you are reading, "My lady, please allow me," said Maman. - Perhaps, the given answers are correct. But it is not enough to answer such questions. Many people know, maybe. My lady must be listening. "Your answer is good, my son," he said. - If you keep talking about me like that, you're going to get lost. "Good job, Orazali," said those sitting. [4.109]

It is necessary to learn a certain lesson from the answer, and to remember that in the future, so the benefit of the expert's answer is acceptable, and the reader should understand that in the eyes of the expert there is something else. To understand it really well is clearly possible. The level of discussion is more difficult for school students compared to the third level, because the task is to engage in the discussion from the beginning, to describe the idea, the theme, to describe the characters, and to find the tools of beautiful painting. For this purpose, the most convenient task for the students is to give the characters of each line of heroes (Xan, Murat sheikh, Maman biy, Esengeldi, Allayar, Amanlıq), it is possible to give 10 minutes. Finally, they can take a paragraph from the joint text and write a short summary of their thoughts and opinions in that paragraph. For example, "Friday. Nation has waited this day hopelessly. The reason is that the earth's air has changed. No matter what season of the year it is, whether it's summer or winter, the day will change. In summer, there was a lot of confusion. He looked at her from afar, she could not see him, and she got stuck in her clothes, and she entered her room. My coat has changed. It will be compressed like a seed of the earth. You have to take the last one." [4.105] Question, why the nation has

waited this day hopelessly? The assignment is that the author compares and describes the nature of the world and its characteristics, and share your thoughts with me. Such assignments are focused on studying, thinking, discussing the text, and writing down the most important personal thoughts. In the reading of these songs, the beginning of the forth level was determined. It is possible to create a comprehensive essay by writing down all the answers to the questions given at the level of synthesis or analysis.

Or else, there can be asked more questions in a more pleasant way. You would be able to give a good answer to the given questions, so if you don't think about the difference between today's age and the age of the left, if you don't think about the difference between today's age and the age of the left age, please let me know your thoughts on all the questions like expressing your opinion. The assignment will be successful, because the conducting in a written form will be built a little bit, and it will be managed a lot of time. In today's PISA tests, all the answers are written down. At the evaluative level, he was able to express his thoughts about the work and, if necessary, appreciate the author's mistakes and successes while holding his own position. In the affective attack, the events of the action, the comparison of the characters with their personal lives, and the fact that they were more valuable than the actual feelings were created.

Psychomotor is a non-constructive class, in which, if not a text to be taught, it is a personal literary work, not a scientific article, but a literary critical article. However, it is inappropriate to demand this level from all school students. This level can be adapted not only for one lesson, but also for years.

Results: In conclusion, Bloom's taxonomy is a source of a system, which has been fully implemented by Bloom, and which considers everything in terms of construction, and in conjunction, gradual knowledge, in the studies and in the learning process to put in the first place the aim of the lesson, to solve the tasks by a particular system and most importantly, teaching and delivering students who are needed for the society.

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