

THE EFFECTIVENESS OF TEACHING KARAKALPK LITERARY MATERIALS BASED ON BLOOM'S TAXONOMY IN CLASSES WITH INSTRUCTION IN OTHER LANGUAGES (USING LYRIC AS AN EXAMPLE)

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Аннотация: В данной статье теоретически и практически изучена эффективность преподавания каракалпакских литературных материалов, в том числе лирических произведений, на основе Таксономии Блума в классах, где обучение ведется на языках, отличных от государственного языка.

Ключевые слова: лирика, русские и узбекские классы, таксономия Блума, знание, понимание, применение, анализ, синтез, оценка.

Abstract. In this article, the effectiveness of teaching Karakalpak literature materials, including lyrical works, Based on Bloom's Taxonomy in classes where education is conducted in languages other than the state language, was studied theoretical and practically.

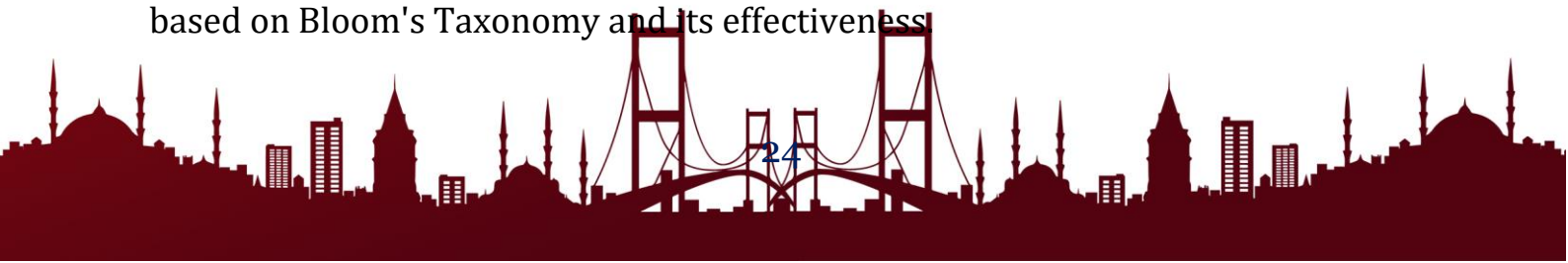
Keywords: lyric poetry, Russian and Uzbek classes, Bloom's taxonomy, knowledge, comprehension, application, analysis, synthesis, evaluation.

In today's multicultural society, the effective organization of the educational process is one of the key issues.

In particular, when teaching national literature in classes where instruction is conducted in another language, it is crucial to develop students' language proficiency, cultural awareness, and critical thinking skills. From this perspective, the use of modern pedagogical approaches is necessary when teaching Karakalpak literature in Uzbek or Russian classes.

One such method is Bloom's Taxonomy, which aims to develop students' knowledge from the simplest level to the highest stages. Based on Bloom's Taxonomy, teaching lyrical works helps students gain a deeper understanding of literary texts, analyze them, apply creative approaches, and develop critical evaluation skills.

This article discusses the methodology of teaching Karakalpak lyrical works based on Bloom's Taxonomy and its effectiveness.



Bloom's Taxonomy is a system for developing knowledge and competencies, created by the American educational psychologist Benjamin Bloom. It consists of six main stages:

- Knowledge – memorizing and recalling information;
- Comprehension – understanding and interpreting information;
- Application – using acquired knowledge in new situations;
- Analysis – identifying relationships between information, breaking it down into parts;
- Synthesis – creating new ideas, applying creative approaches;
- Evaluation – critically assessing material and drawing conclusions.

In literature education, Bloom's Taxonomy helps students move beyond simple memorization or basic comprehension to higher levels of thinking. This enhances their ability to independently analyze, think creatively, and evaluate literary works from different perspectives.

The unspoken emotional subtext is important and significant in lyrical works.

In poetic contexts, words often acquire new meanings that do not directly correspond to their literal definitions. The ambiguity of words serves as a foundation for creating numerous artistic images.

Since lyrical works are typically rich in emotions, artistic imagery, and metaphors, teaching them based on Bloom's Taxonomy contributes not only to the development of students' lexical and grammatical knowledge but also enhances their emotional perception and aesthetic appreciation.

Methodology of Teaching Lyrical Works Based on Bloom's Taxonomy

Karakalpak literature has rich traditions of lyrical poetry. Lyrical works often reflect human emotions, relationships with nature, love for the homeland, or social issues. Therefore, each stage of Bloom's Taxonomy can be effectively utilized in teaching them.

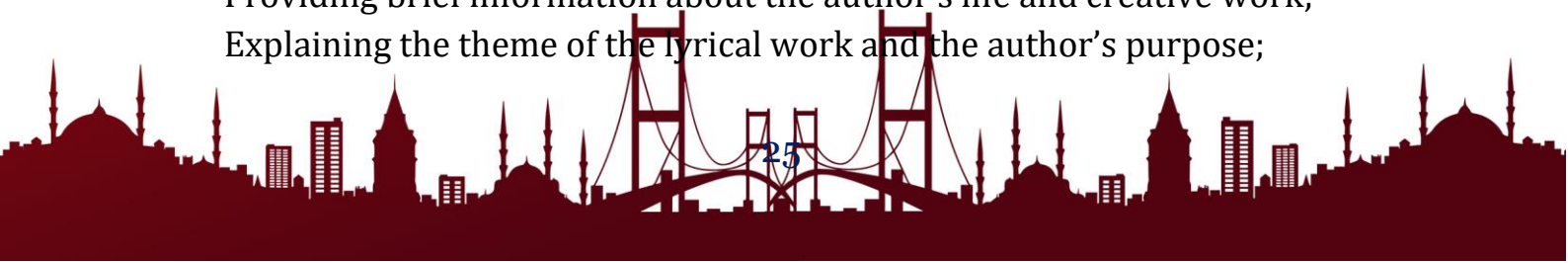
For demonstration purposes, we will analyze Ibrayim Yusupov's poem "Bul zher ele zor bolady" from the "Karakalpak Language" textbook for 11th-grade classes where instruction is conducted in other languages.

Knowledge

At this stage, students acquire general information about the lyrical work and its author. The following methods can be applied:

Providing brief information about the author's life and creative work;

Explaining the theme of the lyrical work and the author's purpose;



Clarifying key words and phrases in the poem.

Example:

Using Ibrayim Yusupov's poem "Bul jer ele zor boladi", students can listen to excerpts from the poem and answer questions about its theme.

Comprehension

At this stage, students understand the content of the poem and grasp its main idea. The following methods can be used:

Identifying the main idea of the poem;

Explaining the emotions and thoughts of the lyrical hero;

Analyzing the author's writing style and philosophical views.

Example:

Based on the poem "Bul jer ele zor boladi", ask students questions such as:

How does the author describe the homeland?

In which lines can the emotions of the lyrical hero be observed?

Application

At this stage, students learn to apply their acquired knowledge in new contexts. The following methods can be used:

Identifying artistic devices in the poem and comparing them with other poems;

Writing additional poetic passages on themes related to the work.

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Paraphrasing the Author's Ideas

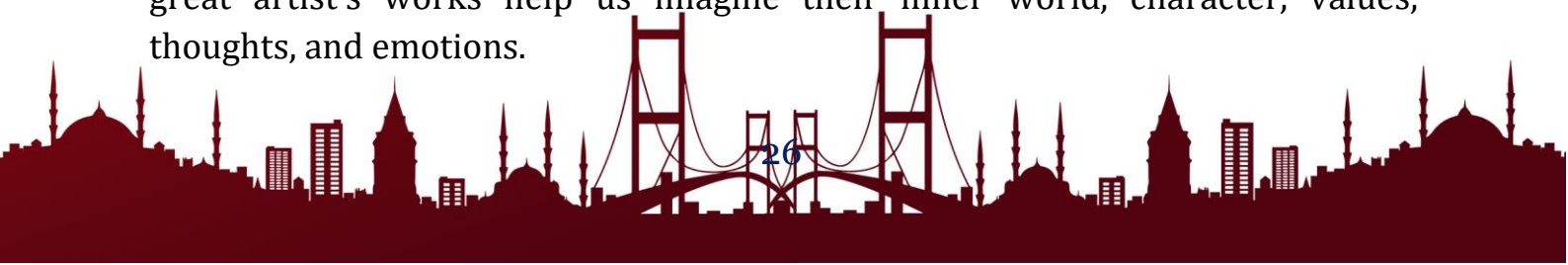
Example:

Using Ibrayim Yusupov's poem "Bul zher ele zor bolady", students can be asked to write a 4-5-line poem on the topic "My Homeland."

4. Analysis

At this stage, students delve deeper into the structure of the poem, its artistic devices, and the author's style. During the analysis process, they try to identify the emotions conveyed, symbolic meanings, and the social context within the poem.

When analyzing the artistic qualities of the work, explaining the poet's unique features and talent to students helps transition from studying the poet's personality to analyzing the text itself. Through this, we become familiar with the writer's personality and the characteristics of their creative activity. Each great artist's works help us imagine their inner world, character, values, thoughts, and emotions.



Methods:

Identifying literary devices in the poem (metaphor, simile, epithet, allegory);

Analyzing the emotions of the lyrical protagonist;

Evaluating the content of the poem from a social, cultural, or historical perspective.

Example:

In Ibrayim Yusupov's poem "Bul zher ele zor boladi", identify the following elements:

Metaphor: How is the homeland depicted? What symbols are used to represent it?

Similes and Epithets: Which words intensify emotions?

Author's Position: How does the author express love for the homeland?

Students can also be asked to create a table to analyze the structure of the poem.

5. Synthesis

At the synthesis stage, students use their creative abilities to generate new ideas, actively engage with poetry, and reinterpret literary texts from their own perspectives.

Methods:

Writing a continuation of the poem or creating a new poem inspired by its theme;

Expressing the lyrical work through music, visual arts, or drama.

For example: Playing a musical version of "Bul jer ele zor boladi" can be an effective activity.

Finding connections with other poems on the same theme.

For instance: Comparing it with Muhammad Yusuf's poem "Uzbekistan" in Uzbek-language classes or with M. Y. Lermontov's poem "Motherland" in Russian-language classes.

Example:

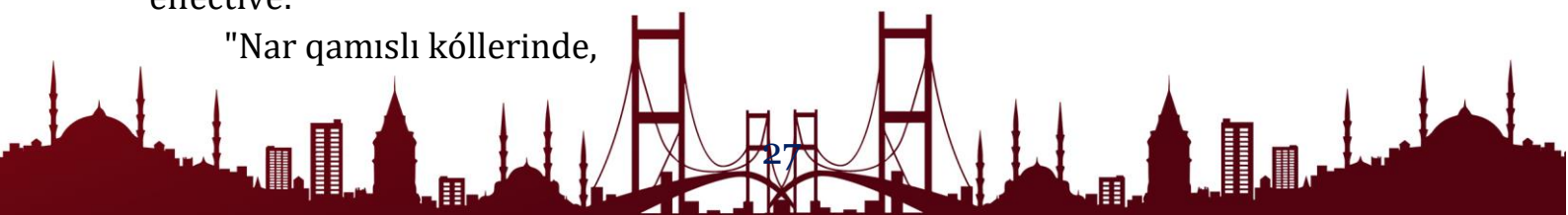
Asking students to write a continuation of "Bul jer ele zor boladi";

Expressing the poem through music (e.g., composing a song based on the poem);

Drawing a picture to depict the emotions of the lyrical protagonist.

For this, selecting the following landscape lines from the poem can be effective:

"Nar qamışlı kóllerinde,



Oynar sazan, bólgeleri,
Jantağınıń gúllerinen,
Pal jıynaydı hárreleri.
Keń jazıyra dalasında,
Malına jay órisleriń,
Qara taldıń sayasında,
Bir jelpinip shay ishkeniń." [3:64]

6. Evaluation

At this stage, students express their opinions about the poem, analyze its impact, and justify their viewpoints.

Methods:

Comparing the poem with other lyrical works;

Evaluating the relevance of its ideas for contemporary society;

Writing an essay to articulate personal reflections based on the poem.

Example:

Discussion Question: "If you were to write a poem about your homeland, what central idea would you convey?"

Debate: "Can writing poems about love for the homeland foster patriotism among young people?"

Essay: "How Did I Understand the Poem?"

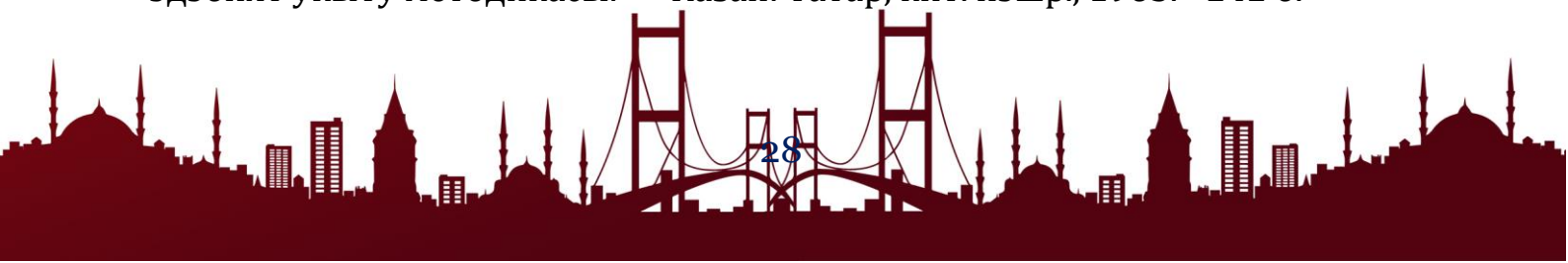
Conclusion

Teaching Karakalpak lyrical works based on Bloom's Taxonomy helps develop students' analytical thinking, critical evaluation, and creative skills. Since lyrical poems are rich in emotions, it is important to study them not only from grammatical or lexical perspectives but also through aesthetic and moral analysis.

The methods based on Bloom's Taxonomy enhance students' comprehension of literature and teach them to think independently. This approach can be effectively applied not only in literature classes but also in the broader language learning process.

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