The Use Of B. Bloom's Taxonomy Of Educational Goals Of In The Formation Of Linguo-Methodical Competences Of Future Primary School Teachers

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Abstract: The article reveals the results of an experiment conducted at the bases of the Tashkent State Pedagogical University named after Nizami, Andijan State University and Jizzakh State Pedagogical Institute. The experiment took place within the framework of the dissertation research on the topic of "The Methodology for the formation of linguo-methodological competences of future primary school teachers", where B. Bloom's Taxonomy of Educational Goals was chosen as a diagnostic and corrective tool.

Keywords: Taxonomy, experiment, linguistic methods, competences, education, control.

1. INTRODUCTION

Nowadays the quality of training of a future primary school teacher is determined by his readiness for effective professional activity, ability to adapt to the uncertain and rapidly changing conditions of the modern world, his possession of professional skills and abilities, the ability to use the knowledge gained in solving professional tasks, using all available methods and technological innovations. The demand for improving the student's personal-semantic sphere is increasingly being put forward as a main objective of training, which is carried out through a more rational use of motivational resources. First of all, this presupposes the formation of a reflective type of thinking, the ability to build communication in a group problem solving, the ability to design new forms of action, and the ability to think critically.

2. THE MAIN RESULTS AND FINDINGS

This article is a reflection of scientific research, the topic of which is the methodology for the formation of linguo-methodological competence of the future primary school teachers. In dissertation paper listed the criterias identified in a complex, designed to form linguistic competence in future teachers of primary school for professional activities.
Based on the analysis of competences that ensure the formation of the linguo-methodical competence of a student in the direction of primary education, a teacher of the Russian

language in an elementary school, the necessity of developing two approaches to linguo-methodical training is substantiated: structural-activity and competence-content, which are correlated with the stages of methodological activity.

The structural-activity approach determines the development of linguistic and particular methodological competences, which provide the stage of orientation in the subject content, conditions, means and methods of carrying out activities aimed at teaching Russian to primary school students.

The competence-content approach determines the formation of projective, performing, information-representative and control-assessment competences that ensure planning, implementation of the outlined plan and self-control over the results of the action performed.

To determine the level of formation of the linguo-methodological competencies of future primary school teachers, it was decided to use the taxonomy of educational goals by B. Bloom.

Bloom's Taxonomy of Educational Goals is a tool that made it possible to adjust the ways of solving educational problems during the experiment. The experiment was carried out on the basis of three educational institutions: Tashkent State Pedagogical University named after Nizami, Andijan State University and Jizzakh State Pedagogical Institute. The total number of respondents in the formative experiment was 325 students from the three above-mentioned universities. Students of direction 5111700 - Primary education and sports and educational work were divided into experimental and control groups approximately equal in terms of knowledge, skills and abilities (based on assessments in the subject "Native language and children's literature", which was studied in the 1st year of studies).

In experimental teaching, new content and innovative methods were integrated into the traditional study of the methods of teaching the Russian language, into lectures, practical sessions and seminars, independent work in the discipline, in which it was possible to carry out purposeful work to develop linguo-methodological thinking and creative abilities of future primary school teachers.

The purpose of the formative experiment:
- to develop a set of tasks that contribute to the development of linguo-methodical thinking of future primary school teachers;
- to determine the place of these tasks in the system of the traditional course of teaching methods of native language.

As a tool for diagnosing the level of development of linguo-methodical thinking and the cognitive sphere of students, we have chosen the last three levels of the taxonomy of educational goals of B. Bloom ("application", "analysis", "synthesis" and "assessment"), which reveal, according to our average scale, high and creative (innovative) level of development of linguistic-methodical thinking and cognitive abilities, which in turn determine the possession of linguistic and private-methodical competencies, which form the basis of the linguistic-methodical competence of a highly qualified specialist.

The tasks offered for the development of linguo-methodical thinking and creativity were focused on ensuring that.

a) students learned to produce various types of information processing of text (both at the level of content and forms of its presentation) - the level of "application" according to B. Bloom's taxonomy;

b) on the basis of the typology of problem situations and competence-based tasks, knowledge of the methods and techniques of their creation, future primary school teachers learned to make their linguo-methodological analysis (the level of "analysis" according to B. Bloom's taxonomy), and also produced their own innovative "linguo-methodical products" and gave them commentary ("synthesis" and "evaluation" on the taxonomy of B. Bloom).

The results of the formation of the linguo-methodological competence of future primary school teachers are confirmed by the forming of skills to independently work on problem situations and project (life and research tasks) based on methodological recommendations for their modeling.

The teaching of modeling and design activities was carried out mainly in the course of students' independent work within the framework of practical classes and training seminars, based on the fulfillment of case studies on the projecting of Russian language lessons in primary classes.

At the ascertaining stage, a list of tasks and skills was drawn up to diagnose the average (sufficient), high and creative level of development of linguo-methodical thinking.

The data obtained in the course of the formative experiment indicate that in the experimental groups, in comparison with the control groups, the indicators of success in completing tasks corresponding to a high and creative (innovative) level of development of linguo-methodical thinking increased significantly, which confirms the effectiveness of the developed methodology and determines the readiness of future primary school teachers to the implementation of modern standards.

After the formative experiment, a control section was carried out to assess knowledge, abilities, skills and competencies in the discipline "Methods of teaching the native language" in groups with the Russian language of instruction 2 and 3 courses of direction 5111700 - Primary education and sports and educational work.

Let's carry out a statistical assessment of the results of testing of the knowledge, skills and abilities of students after the formative experiment. The scores for the discipline "Methods of teaching the native language" of the selected groups are shown in Table 1.

Let us formulate the null and alternative hypotheses.

 H0: the results of the work performed by the students of the experimental and control groups do not differ significantly.

H1: the results of the work performed by the students of the experimental and control groups differ significantly.

Table 1. Students' assessments after the formative experiment

Ratings		3	4	5	Total
TSPU named after Nizami	EG	26	51	26	103
	CG	40	42	20	102
Andijan State	EG	8	15	8	31

University	CG	18	18	8	44
Jizzakh GPI	EG	6	13	6	25
	CG	8	8	4	20
Total	**EG**	**40**	**79**	**40**	**159**
	CG	**66**	**68**	**32**	**166**

$n_1 = 159$, $n_2 = 166$, C = 3.

$$T_{набл} = \frac{1}{159 \cdot 166} \cdot \left[\frac{(159 \cdot 66 - 166 \cdot 40)^2}{40 + 66} + \frac{(159 \cdot 68 - 166 \cdot 79)^2}{79 + 68} + \frac{(159 \cdot 32 - 166 \cdot 40)^2}{40 + 32} \right] =$$

$$= \frac{1}{26394} \cdot \left[\frac{(3854)^2}{106} + \frac{(-2302)^2}{147} + \frac{(-1552)^2}{72} \right] = \frac{1}{26394} \cdot \left[\frac{14853316}{106} + \frac{5299204}{147} + \right.$$

$$\left. + \frac{2408704}{72} \right] = \frac{1}{26394} \cdot \left[140125,6 + 36049,0 + 33454,2 \right] = \frac{209628,8}{26394} = 7,94$$

In accordance with the conditions for the application of the two-sided chi-square test according to table D for the significance level α = 0.05 and ν = C - 1 = 2 degrees of freedom Tcrit = 5.991.

Tnabl = 7.94> 5.991 = Tcrit, therefore, the null hypothesis is rejected to the level α and an alternative hypothesis is accepted. This means that the results of the work performed by the students of the experimental and control groups differ significantly.

A comparative analysis of the evaluations of the experimental and control groups is shown in Pich. 1.
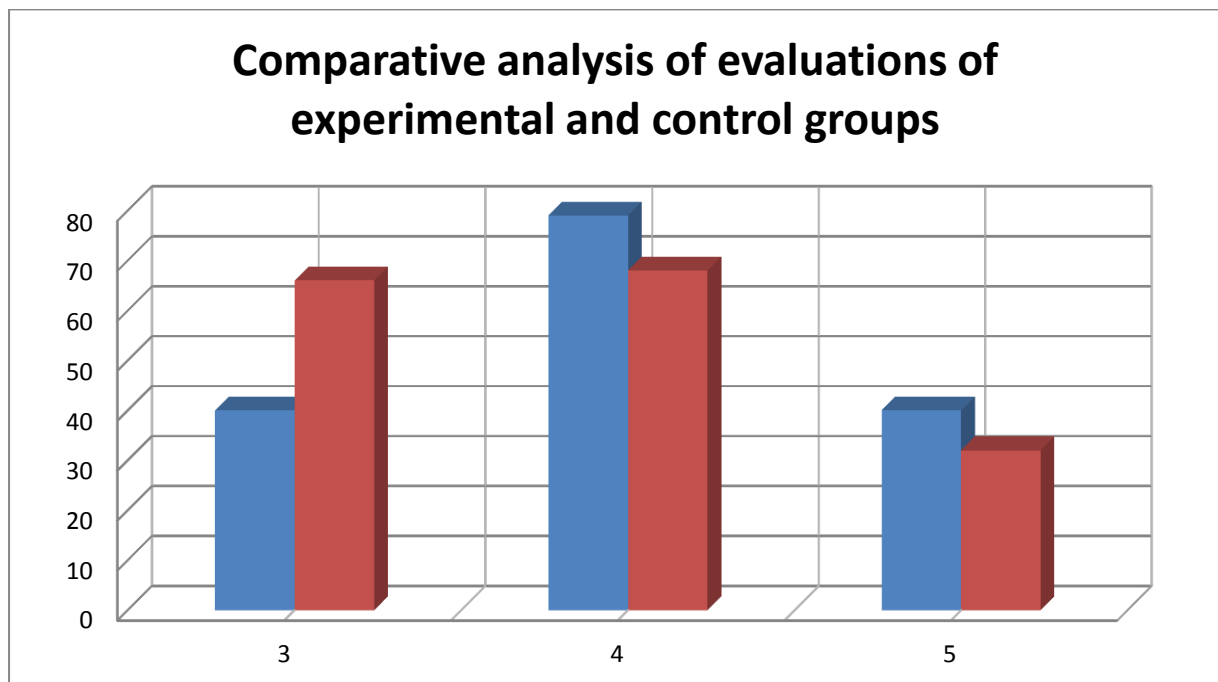
Pich. 1. Comparative analysis of evaluations of experimental and control groups
Now let us show that the results of the work performed by the students of the experimental group are higher than in the control group; for this we find the average values of the estimates -in the experimental and -in the control groups.

$$\bar{x} = \frac{1}{n_1}\sum_{i=1}^{3} n_{1i}x_i = \frac{1}{159}(3\times40+4\times79+5\times40) =$$

$$= \frac{1}{159}(120+316+200) = \frac{636}{159} = 4$$

$$\bar{y} = \frac{1}{n_2}\sum_{i=1}^{3} n_{2i}y_i = \frac{1}{166}(3\times66+4\times68+5\times32) =$$

$$= \frac{1}{166}(198+272+160) = \frac{630}{166} = 3,795$$

$$\bar{x} = 4 > 3,795 = \bar{y}$$

After carrying out all the necessary calculations, it can be stated that the average mark in the experimental groups is higher than in the control ones (Pich. 2), it follows from this that the results of the work performed by the students of the experimental group are higher.
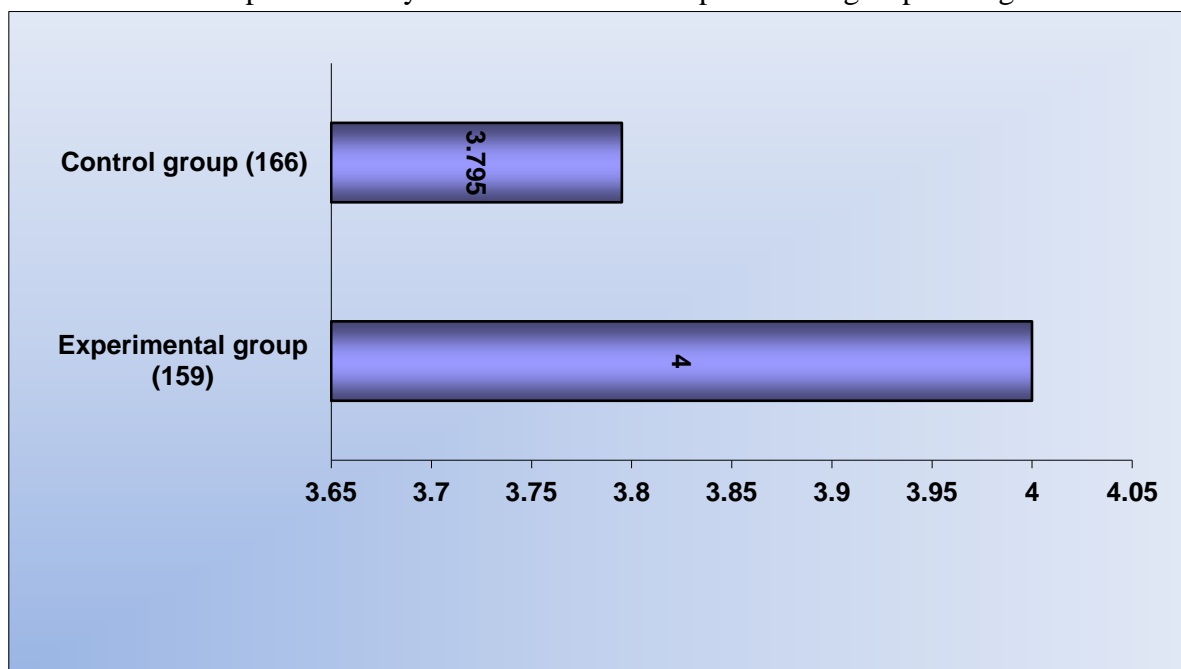
Pich. 2. Average score in the experimental and control groups

The performance level in the experimental groups is 14% higher than in the control groups.

3. CONCLUSION
The purpose of the experimental training was to test the effectiveness of the developed

methodological approach to the formation of linguo-methodical competence of future primary school teachers, which includes the improved content of the teaching methodology for teaching the native language (supplemented by developmental exercises), selected methods (case studies, problem method, business game), tools (textbooks and multimedia applications to them), activity-type technologies (technologies of critical thinking, problem learning, technology of productive, meaningful reading and technology of assessment).

The data obtained in the course of the formative experiment indicate that in the EG, as compared to the CG, the indicators of success in performing tasks corresponding to a high and creative (innovative) level of development of methodological thinking increased significantly, which confirms the effectiveness of the developed methodology implementation.

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