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## THE PEDAGOGICAL ASPECTS OF USING B. BLOOM'S INSTRUCTIONAL METHODS IN WORKING WITH CHALLENGING STUDENTS

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### ABSTRACT

This article is written about the formation of affective, cognitive and psychomotor skills, and improvement of pedagogical aspects of working with them, using B. Bloom's educational methods in working with schoolchildren with difficult upbringing.

### KEYWORDS

B. Bloom's educational methods, schoolchildren with difficult learning, affective skills, cognitive skills, psychomotor skills, creative feelings, competence.

### INTRODUCTION

In the Republic of Uzbekistan, 67% of the population is under the age of 30, and 48.2% are under 18. Therefore, since independence, special attention has been paid to protecting the rights of young people in society and ensuring their freedoms. The adoption of the Law of the Republic of Uzbekistan "On the Fundamentals of State Youth Policy in the Republic of Uzbekistan" is a

clear proof of the creation of vast opportunities for the free development of the younger generation and their active participation in social relations. This law emphasizes that the state youth policy in the Republic is based on the following principles:

The idea of a well-rounded and perfect individual is considered humanity's eternal dream, and achieving

this status is regarded as a crucial source for understanding the world and society. From the perspective of the national model, a well-rounded individual becomes a highly qualified specialist in their field. As a result, such a mature individual progress to a socio-historical psychological role model in their life and activities, becoming a source of development for their field through their potential. When working with challenging students, educators and specialist-organizers must help students develop the ability to self-educate, envision a clear future, find paths to achieve it, and foster high ideals, thereby creating opportunities for growth.

## METHODOLOGY

In social life, students whose behavior significantly deviates from generally accepted norms and hinders social and lawful education are considered difficult adolescents. Therefore, students who show significant differences in their individual characteristics are often classified as challenging.

Difficult students exhibit false independence, openly express their disinterest in acquiring knowledge, show disrespect to teachers and elders, and gain authority among peers through physical dominance.

The rudeness, impoliteness, and indifference of challenging students often mask deeper feelings of inferiority, delinquency, and a lack of academic motivation.

In working with such students, educators and specialists must help them develop self-discipline, have a clear vision of their future, find paths to achieve their goals, and foster high ideals, thereby creating opportunities for personal growth.

The theoretical aspects of moral and educational work among future educators have been studied by scholars such as A. Abduqodirov, R. Djo'rayev, X. Ibragimov, G. Ibragimova, M. Inomova, U. Inoyatov, A. Isimova, Z. Ismoilova, S. Yo'ldosheva, U. Mahkamov, M. Mahmudova, A. Munavvarov, O. Musurmonova, S. Nishonova, N. Ortiqov, M. Ochilov, S. Ochilov, K. Risqulova, D. Ro'ziyeva, S. Tursunov, Sh. Sharipov, D. Sharipova, Sh. Shodmonova, N. Egamberdiyeva, Sh. Qurbonov, M. Qurbonov, and others, who have explored various aspects of fostering morally and spiritually developed individuals.

Psychological aspects of youth education and the influence of social environments on their development have been studied by researchers such as M. Davletshin, V. Karimova, Z. Nishonova, N. Safayev, N. Sog'inov, G'. Shoumarov, and E. G'oziyev.

Commonwealth scientists A.L. Artamonov, V.P. Bepalko, Yu.K. Babanskiy, S.Ya. Batishev, N.V. Kuzmina, I.Ya. Lerner, S.G. Pashkova, and N.N. Khiridina, among others, have put forward scientific ideas regarding the quality preparation of pedagogical staff.

In foreign countries, researchers such as C. Vagner, M. Garner, D. Kulburn, Nguyen Van Tin, M. Nind, E.L. Coven, and U. Mangal have conducted research on issues related to the development of patriotism and professional culture.

The future life of the younger generation depends on how the psychological and spiritual processes that shape them as individuals are directed toward fulfilling essential tasks.

One of the critical factors in engaging students in the process of self-education is their self-awareness. The formation of the ability to analyze and critically assess one's qualities and behaviors in the early stages of schooling is a crucial step in increasing the effectiveness of self-education. Every student can achieve high results in their moral development, but for this, the educational process must be organized accordingly.

Due to the diverse learning and absorption methods of challenging students, teachers must select teaching methods tailored to each student's unique strengths and weaknesses. These concepts have influenced educational approaches by promoting a holistic approach to education. The educational areas are critical in helping challenging students process information and develop skills. Based on this, formative assessment, which has recently been introduced into our educational system, maintains its

relevance by focusing on these areas and skills during evaluations.

When working with challenging students, educators and specialist-organizers need to assist students in developing self-discipline, helping them to clearly envision their future, find paths to achieve it, and aspire to high ideals, thus creating opportunities for their growth.

The domains of learning, introduced in 1956 by educational psychologist Dr. Benjamin Bloom, represent a compilation of educational objectives. These objectives cover three domains of learning, each requiring different instructional methods to achieve the expected outcomes. Each domain is designed to engage challenging students in solving problems, processing information, and developing their skills from various perspectives, with distinct characteristics and goals aimed at addressing these areas.

Each domain of learning offers advantages that encompass real-life situations where challenging students can acquire the professions they choose. For instance, a student excelling in the psychomotor domain might perform well as an architect or a surgeon. These domains often complement and support one another.

## **RESULTS AND DISCUSSION**

The first of the three domains of learning is cognitive skills. Cognitive competence is based on six intellectual abilities developed by psychologist Benjamin Bloom and his colleagues. This concept is known as "Bloom's Taxonomy." In practice, Bloom's Taxonomy serves as a unique guide, helping teachers organize lessons effectively, apply the necessary tasks and assessment tools at each stage of learning, and expect the necessary educational outcomes from students. Each competency is described using active verbs that depict how students can apply their learning during lessons, serving as a tool for teachers to turn students' responses into measurable learning outcomes.

Bloom's Taxonomy encompasses the following intellectual skills:

1. Remembering – Refers to recalling or recognizing previously learned information. At this stage, students may write down, list, or name the information.
2. Understanding – Involves comprehending or interpreting information based on previously learned material. Students can express their understanding by explaining, summarizing, or describing the information.
3. Applying – This is the stage of independently solving a task or problem, where students select and use appropriate information for the given situation.

4. Analyzing – Involves understanding or disproving a hypothesis or question to draw conclusions. Students are expected to compare, contrast, and analyze information at this stage.

5. Evaluating – Entails assessing a source or information based on established criteria and standards. In this process, students may check, compare, discuss, or critique information.

6. Creating – Refers to generating a new idea or plan based on information. At this stage, students are expected to create, design, invent, or develop something.

Bloom's Taxonomy can be applied across any subject area and adapted to the age of the students. For younger students, it is recommended to focus on the first three stages—remembering, understanding, and applying—with corresponding tasks and expected learning outcomes.

The next domain of learning is affective skills. The affective domain encompasses skills related to developing emotional responses. In this domain, challenging students understand and develop their emotions, attitudes, and values. Similar to the cognitive domain, there are five levels of affective skills, ranging from simple to complex, which include:

1. Receiving – Involves passively perceiving emotions and feelings. At this stage, students must succeed in

this foundational level to progress to more complex learning. For example, a student at this stage might wait for someone to finish speaking before they talk, ask for, select, clarify, and use the necessary information.

The affective domain focuses on shaping students' emotional intelligence, helping them develop emotional awareness and responses in various contexts.

Responding – In this stage, the challenging student actively participates in a given process and demonstrates engagement by reacting or responding. The student may show readiness to respond, alignment with expectations, or satisfaction (motivation) in responding to educational outcomes. For example, they might participate in class discussions, give presentations, assist peers, or answer questions based on a book they've read.

Valuing – This stage reflects the emotional investment or appreciation for a particular event or behavior. Valuing is based on adopting a set of values that are clearly demonstrated through the student's observable actions. For instance, a student might display problem-solving skills, propose and responsibly follow a plan of action, or write an essay on a social topic to defend their position.

Organization – This involves comparing and resolving conflicts between different values and establishing

priorities. The main focus is on comparing, connecting, and analyzing values. The student becomes aware of the need for a balance between responsibility and freedom and takes accountability for their actions. They create systematic plans to solve problems, allocate time efficiently for school, family, and personal needs. For example, a student aiming to be on the honor roll might choose to study for an exam instead of going to the movies with friends.

Characterization – This is the stage where a challenging student acts in accordance with a self-developed and accepted value system that governs their behavior. Educational objectives relate to the student's overall adaptation patterns (personal, social, emotional). For example, the student may demonstrate confidence when working independently, collaborate in group activities (show teamwork), approach problem-solving objectively, reconsider decisions, and change behavior based on new evidence. They value people for who they are rather than how they appear. A challenging student recognizes that cheating is unethical, and even if a friend offers to share answers, they choose to complete the difficult assignment independently.

Finally, the last learning domain is psychomotor skills. Although Bloom identified this domain, it was further developed by educator Elizabeth Simpson in the 1970s, organizing it from simple to complex levels. The psychomotor domain focuses on physical skills such as hand-eye coordination and motor abilities.



Psychomotor skills help individuals carry out physical tasks in daily life and work. This domain includes activities such as:

- Perception: Using sensory cues to guide motor activity.
- Set: Readiness to act, including mental, physical, and emotional aspects.
- Guided Response: Early stages of learning complex skills under guidance.
- Mechanism: Intermediate stages where learned responses become habitual.
- Complex Overt Response: Skillfully executing complex motor tasks.
- Adaptation: Modifying motor skills to meet special requirements.
- Origination: Creating new motor actions based on a range of learned skills.

Each stage in the psychomotor domain is essential for helping students develop physical coordination and motor skills in various contexts.

Perception – This refers to the ability to use sensory signals to control motor activities. For instance, a challenging student listens to the sound of a guitar string before tuning it, recognizes the sounds indicating malfunction in a piece of equipment,

predicts where a ball will land after being thrown and moves accordingly, or adjusts the heat of a stove based on the smell and taste of the food.

Set – This encompasses mental, physical, and emotional readiness, which predisposes an individual to respond appropriately to various situations. Students are prepared to face and solve challenges. For example, a student might prepare to play a musical instrument at the beginning of a piece, demonstrate eagerness to assemble parts needed for a task, or understand and follow the sequence of steps in a manufacturing process. Similarly, a challenging student acknowledges their abilities and limitations and prepares better for the next exam to improve their grades.

Guided Response – Often, challenging students begin learning complex skills through experimentation, mistakes, or following instructions. For example, a student might conduct an experiment to measure the volume of a chemical using different methods, solve a mathematical equation as shown, sketch a model design, or learn to build a simple circuit by watching a relevant video.

Mechanism – Through practice, challenging students develop the basic skills required to complete complex tasks. For instance, they draw a 60-degree angle accurately, measure 70% of time precisely, use a personal computer independently, repair a leaking

faucet, or confidently play a piece on the piano after several weeks of practice under the teacher's guidance.

Complex Overt Response – Students master performing highly skilled tasks. At this stage, actions are performed with great precision, speed, and minimal effort. For example, a student plays a tune on the piano without looking at the keys or operates a computer quickly and accurately.

Adaptation – Challenging students modify and refine their skills to meet specific demands. For example, they respond effectively to unexpected experiences, adjust instructions to meet the needs of their peers, or, if studying to become a chef, they learn to adapt a recipe to accommodate a customer's dietary restrictions.

Origination – This stage involves creating new approaches that are appropriate for a specific situation or problem. The learning outcomes emphasize creativity based on advanced skills. When students demonstrate originality, they develop new skills using previously learned principles. For example, they might design a more efficient method for completing a task, create a new theory, or choreograph a dance to a new song after mastering dance techniques.

## CONCLUSION

In conclusion, when fostering affective, cognitive, and psychomotor skills in challenging students, it is

essential to provide assignments that require both written or oral expression from a social or scientific perspective. Additionally, tasks should allow students to work either individually or in groups, depending on the scope of the assignment. If these aspects are ignored and traditional tasks or questions within a narrow subject area are used, the development of affective, cognitive, and psychomotor skills may not be achieved. For example, assigning a task that revolves around solving a social or scientific problem, requiring either written or oral expression, can be effective. This approach helps challenging students learn how to work both independently and in teams, propose solutions through different approaches, analyze the problem scientifically or socially, and finally express their thoughts verbally or in writing.

Teachers, educators, and school psychologists working in general education schools often need to work with challenging students and those who have been neglected by pedagogical attention. Therefore, it is crucial to understand the causes of such students' behavior and know the different types of challenging students. Challenging students do not emerge on their own; they are part of a complex social process. Thus, to influence and guide them, it is necessary to understand their psychological state, needs, and interests, and to use appropriate methods and tools for their upbringing.

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