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DIDACTIC FOUNDATIONS FOR ORGANIZING GEOGRAPHY LESSONS ON THE BASIS OF THE TAXONOMY OF BLUM

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Abstract:
The article reveals the theoretical, methodological and practical foundations of the organization of geography lessons on the basis of Bloom's taxonomy. The article analyzes the issues of stage-by-stage development of cognitive activity of students, the formation of critical and creative thinking.

Keywords: Bloom's taxonomy, geography education, competency-based approach, cognitive development, critical thinking, pedagogical technology.

Introduction

In the modern education system, a competency approach is of primary importance. The science of geography, as a science that studies natural and social processes in their interdependence, requires a high level of thinking. Therefore, organizing classes on the basis of Blum's taxonomy is an urgent methodological problem.

Developed by Blum in 1956, the taxonomy serves to divide educational goals into cognitive levels. By Anderson and Krathwohl in 2021, the taxonomy was updated and the creation phase was promoted to the top.

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In the process of research, the methods of pedagogical observation, comparative analysis, modeling and generalization were used. The content of geography lessons was systematized based on the six stages of taxonomy.

1. The Cognition Stage. Memorization of geographical terms, objects and laws. For example: counting the types of atmospheric precipitation.

2. The comprehension stage. Explain the essence of geographical processes and explain their causes.

3. Application phase. Application of theoretical knowledge in practical situations, work with maps and diagrams.

4. The analysis stage. Identify regional differences, analyze cause-and-effect relationships.

5. Evaluation phase. Make informed judgments about climate change or environmental problems.

6. Creation stage. Develop a project, model or innovative solution.

The taxonomic approach serves to develop students' independent thinking in geography lessons and increases educational effectiveness.

The mechanism for using taxonomy in geography lessons is as follows:

The application of Blum's taxonomy in geography classes begins with setting course objectives based on specific cognitive levels. For example, when studying the topic "Climate", the reader is required not only to list the elements of climate, but also to analyze the factors of climate formation and assess regional differences. At the cognitive stage, geographical terms, objects, laws and facts are mastered. For example, remembering the types of atmospheric precipitation, the concept of a river basin, or the names of climatic regions. This stage will form the informative basis of the lesson. At the stage of comprehension, students will understand and explain the essence of geographical processes. For example, it explains why there is so much rainfall in the equatorial region or the formation of vertical zonality in mountainous areas. At this stage, cause-and-effect relationships are identified. In the application phase, theoretical knowledge is

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applied in practical situations. For example, analyzing a climate diagram, determining a natural zone based on a map, or calculating a river slope. This demonstrates the practical nature of the science of geography. The analysis stage identifies the connections and differences between geographical phenomena. For example, comparing the climate of two regions, analyzing the environmental consequences of the urbanization process, or comparing the efficiency of the use of natural resources. This stage develops critical thinking. During the assessment phase, students will draw an informed conclusion about a specific geographic problem. For example, assessing the impacts of climate change on agriculture or reacting to water use policies. In the process, evidence-based reasoning is formed. The creation stage is the highest stage, where the student develops a new project or model. For example, drawing up a program to improve the ecological condition of an area or developing a tourist route. This stage forms creative and innovative thinking.

The didactic effectiveness and practical significance is that the organization of geography lessons on the basis of a taxonomic approach has a number of advantages. First, the lesson process is systematically and logically built. Second, students develop higher-level thinking operations. Third, the evaluation criteria are clearly defined and transparency is ensured. Moreover, this approach is fully compatible with the requirements of competency education and when integrated with interactive methods, problem-based learning and project methods, it provides even higher efficiency.

In conclusion, the application of Blum's taxonomy in geography lessons takes the educational process to a qualitatively new level. This approach serves for the comprehensive development of students' knowledge, skills and competencies. In particular, assignments based on the analysis, evaluation, and creation stages play an important role in the formation of students' independent thinking and creative approach. Thus, the use of Blum's taxonomy in geography education is an effective methodological tool for implementing modern pedagogical

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requirements and a competency approach. The organization of geography lessons on the basis of the Blum taxonomy increases the efficiency of the educational process and forms a high level of cognitive competence.

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