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A COGNITIVE-PEDAGOGICAL FRAMEWORK FOR ENHANCING SPEAKING SKILLS BASED ON BLOOM'S TAXONOMY

Abstract. This article examines how Bloom's Taxonomy can be applied to the systematic development of students' speaking skills in educational contexts. Speaking is a complex productive skill that requires not only linguistic knowledge but also higher-order cognitive processes. Using Bloom's revised taxonomy as a pedagogical framework, this study designs and implements a set of speaking activities aligned with the six cognitive levels: remembering, understanding, applying, analyzing, evaluating, and creating. A quasi-experimental approach was used with undergraduate students to explore the effectiveness of this framework. The study concludes that Bloom's Taxonomy offers a coherent and pedagogically sound basis for planning speaking-oriented instruction.

Keywords: speaking skills, Bloom's Taxonomy, communicative competence, higher-order thinking, language education

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BLUM TAKSONOMIYASIGA ASOSLANGAN NUTQ KO'NIKMALARINI ROVIJLANTIRISH UCHUN KOGNITIV-PEDAGOGIK MODEL

Annotatsiya. Ushbu maqola Blum taksonomiyasini ta'lim jarayonida talabalarning nutq ko'nikmalarini tizimli ravishda rivojlantirishda qanday qo'llash mumkinligini o'rganadi. Nutq murakkab produktiv ko'nikma bo'lib, u nafaqat lingvistik bilimlarni, balki yuqori darajadagi kognitiv jarayonlarni ham talab etadi. Blumning yangilangan taksonomiyasi pedagogik model sifatida qo'llanilib, ushbu tadqiqotda oltita kognitiv bosqich bu eslab qolish, tushunish, qo'llash, tahlil qilish, baholash va yaratishga moslashtirilgan nutq faoliyatlari majmuasi ishlab chiqildi va amaliyotga joriy etildi. Tadqiqot samaradorligini aniqlash maqsadida bakalavriat talabalari ishtirokida kvazi-eksperimental yondashuv qo'llanildi. Tadqiqot xulosasiga ko'ra, Blum taksonomiyasi nutqqa yo'naltirilgan ta'limni rejalashtirish uchun izchil va pedagogik jihatdan asoslangan poydevor bo'lib xizmat qiladi.

Kalit so'zlar: nutq ko'nikmalari, Blum taksonomiyasi, kommunikativ kompetensiya, yuqori darajadagi fikrlash, til ta'limi

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КОГНИТИВНО-ПЕДАГОГИЧЕСКАЯ МОДЕЛЬ РАЗВИТИЯ НАВЫКОВ УСТНОЙ РЕЧИ НА ОСНОВЕ ТАКСОНОМИИ БЛУМА

Аннотация. В данной статье рассматривается применение таксономии Блума для систематического развития навыков устной речи студентов в образовательном процессе. Устная речь является сложным продуктивным навыком, требующим не только лингвистических знаний, но и когнитивных процессов высокого уровня. Используя обновлённую таксономию Блума в качестве педагогической основы, в исследовании разработан и внедрён комплекс заданий по развитию устной речи, соотнесённых с шестью когнитивными уровнями: запоминание, понимание, применение, анализ, оценка и создание. Для оценки эффективности данного подхода был использован квазиэкспериментальный метод с участием студентов бакалавриата. В заключение отмечается, что таксономия Блума представляет собой целостную и педагогически обоснованную основу для планирования обучения, ориентированного на развитие устной речи.

Ключевые слова: навыки устной речи, таксономия Блума, коммуникативная компетенция, мышление высокого уровня, языковое образование.

INTRODUCTION

Speaking occupies a central position in language use and philological education, as it reflects not only grammatical accuracy but also discourse competence, pragmatic awareness, and sociocultural appropriateness (Bygate, 2010; Richards & Rodgers, 2014). Unlike receptive skills, speaking requires learners to process language in real time while simultaneously organizing meaning, selecting linguistic forms, and responding to interlocutors (Brown, 2007). For this reason, the development of speaking skills remains one of the most challenging areas in second and foreign language pedagogy.

Traditional speaking instruction has often relied on pattern drills or loosely structured communicative activities, which may not adequately foster deeper cognitive engagement or systematic progression (Harmer, 2015; Thornbury, 2005). Recent pedagogical research emphasizes the importance of cognitively demanding tasks that promote critical thinking alongside linguistic development (Ur, 2012).

Bloom's Taxonomy of educational objectives provides a hierarchical classification of cognitive processes, originally consisting of knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom et al., 1956), and later revised as remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). This taxonomy has been widely applied in curriculum design and assessment; however, its systematic integration into speaking pedagogy within philological education remains insufficiently explored.

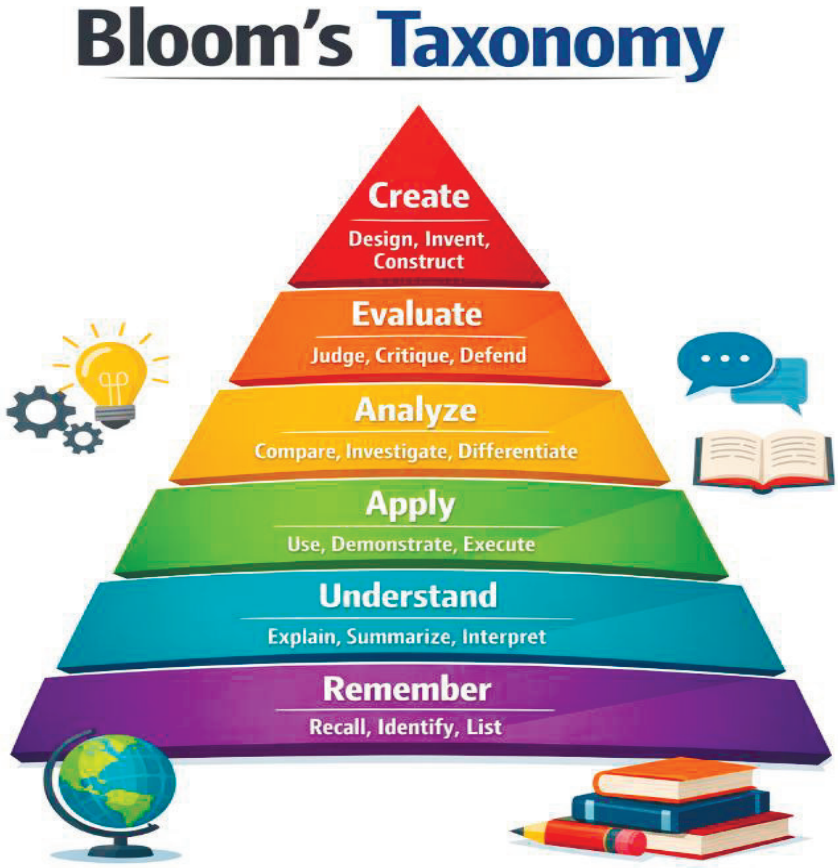


Figure 1. Bloom's Taxonomy of cognitive objectives (AI-generated image)

The present study aims to investigate how Bloom's Taxonomy can serve as a framework for structuring speaking instruction and enhancing the quality of students' oral production. The research question guiding this study is: *How does Bloom's Taxonomy-based instruction influence the development of students' speaking skills and oral discourse competence?*

METHODS

The study adopted a quasi-experimental design conducted over one academic semester. Two intact undergraduate groups were selected: an experimental group receiving Bloom's Taxonomy-based speaking instruction and a comparison group receiving conventional communicative speaking instruction.

The participants were 48 second-year students majoring in philology. Their language proficiency ranged from lower-intermediate to intermediate, as determined by an institutional placement test. Each group consisted of 24 students. Both groups followed the same curriculum objectives and materials, differing only in the organization of speaking activities.

The experimental group's speaking syllabus was explicitly structured according to Bloom's revised taxonomy (Anderson & Krathwohl, 2001). Speaking tasks were sequenced from lower-order to higher-order cognitive levels. Remembering-recalling topic-related vocabulary, repeating model utterances, and listing key expressions (Thornbury, 2005); Understanding-summarizing short texts orally and explaining meanings in one's own words (Richards, 2008); Applying- role-plays and situational dialogues that required contextualized language use (Harmer, 2015); Analyzing-comparing viewpoints, identifying discourse patterns, and discussing causes and effects (Bygate, 2010); Evaluating-participating in debates, expressing judgments, and justifying opinions (Ur, 2012); Creating-delivering presentations, storytelling, and producing original spoken texts (Anderson & Krathwohl, 2001). The comparison group en-

gaged in communicative speaking activities without explicit cognitive sequencing.

Data were collected through pre- and post-speaking tests, analytic speaking rubrics, and systematic classroom observations. The speaking tests required students to perform monologic and dialogic tasks. Performances were audio-recorded and assessed using criteria adapted from communicative competence frameworks, including fluency, grammatical accuracy, lexical range, coherence, and critical engagement (Brown, 2007; Richards, 2008).

Quantitative data were analyzed through descriptive statistics and pre-/post-test comparisons. Qualitative observation notes and speaking transcripts were coded to identify patterns of discourse development, interactional behavior, and cognitive engagement (Bygate, 2010).

RESULTS

The findings indicate that both groups improved in overall speaking performance; however, the experimental group demonstrated markedly greater progress across all assessed criteria. Post-test results showed significant gains in fluency, coherence, and lexical diversity among students exposed to Bloom's Taxonomy-based instruction.

Qualitative analysis revealed that these students increasingly produced extended utterances, organized arguments more coherently, and employed evaluative and inferential language. They demonstrated greater confidence in academic discussions and higher engagement in problem-solving and debate activities, which correspond to higher-order cognitive levels.

In contrast, the comparison group's development was largely limited to functional communication and application-level tasks, with fewer instances of analytical or evaluative discourse.

DISCUSSION

The results support the view that speaking development benefits from cognitively structured pedagogy. Sequencing speaking tasks according to Bloom's Taxonomy facilitates gradual progression from controlled oral production to analytical, evaluative, and creative discourse (Bloom et al., 1956). Lower-order tasks build essential linguistic resources, while higher-order tasks encourage deeper processing and discourse construction (Bygate, 2010).

From a philological perspective, this approach is particularly valuable, as it promotes not only communicative fluency but also discourse awareness, interpretive ability, and rhetorical competence (Richards & Rodgers, 2014). The increased complexity and intentionality of students' oral production indicate that Bloom's Taxonomy enhances the quality of spoken language use rather than merely its quantity.

These findings are consistent with previous research emphasizing the importance of cognitively demanding speaking activities in fostering communicative competence (Ur, 2012). Nevertheless, the study is limited by its sample size and duration. Further longitudinal and multi-contextual studies are required to validate the framework's broader applicability.

CONCLUSION

This study demonstrates that Bloom's Taxonomy provides a theoretically grounded and pedagogically effective framework for developing students' speaking skills in philological education. Structuring speaking instruction according to hierarchical cognitive processes supports the transition from reproductive to productive and critical oral discourse. By integrating linguistic training with higher-order thinking, educators can cultivate learners' oral competence, academic speaking ability, and intellectual engagement. Bloom's Taxonomy should therefore be considered a valuable organizing principle in speaking-oriented curricula and teacher training programs.

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