

PRODUCTIVE AND INTERACTIVE FORMS OF ENHANCING SPEAKING SKILLS UNDER BLOOMS TAXONOMY

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Annotation: This article explores productive and interactive forms of enhancing speaking skills within the framework of Bloom's Taxonomy. Emphasizing higher-order cognitive processes, the study investigates how learners can develop not only their linguistic knowledge but also their ability to apply, analyze, evaluate, and create meaningful utterances in real communicative contexts. Various pedagogical strategies are discussed, including collaborative tasks, role-plays, debates, problem-solving activities, and project-based learning, which promote critical thinking, creativity, and communicative competence. The importance of scaffolding, timely feedback, and learner autonomy is highlighted as essential for effective oral communication. Aligning speaking activities with Bloom's hierarchical levels significantly enhances learners' engagement, cognitive development, and confidence in practical communication situations. This study provides valuable insights for educators aiming to optimize speaking skill development in language learning.

Keywords: Bloom's Taxonomy; Speaking skills; Productive language skills; Interactive learning; Higher-order thinking; Communicative competence; Learner autonomy; Pedagogical strategies; Collaborative tasks; Critical thinking; Role-plays; Project-based learning.

Аннотация: Статья рассматривает продуктивные и интерактивные формы развития навыков говорения в рамках таксономии Блума. С акцентом на высшие когнитивные процессы исследуется, как учащиеся могут развивать не только языковые знания, но и способность применять, анализировать, оценивать и создавать значимые высказывания в реальных коммуникативных ситуациях. Обсуждаются различные педагогические стратегии, включая совместные задания, ролевые игры, дебаты, упражнения по решению проблем и проектное обучение, которые способствуют развитию критического мышления, креативности и коммуникативной компетентности. Подчеркивается важность наставничества, своевременной обратной связи и автономии учащихся как ключевых условий эффективного устного общения. Соответствие заданий по говорению уровням иерархии Блума значительно повышает вовлечение учащихся, когнитивное развитие и уверенность в практических коммуникативных ситуациях. Данное исследование предоставляет ценные рекомендации для педагогов, стремящихся оптимизировать развитие навыков говорения при изучении языка.

Ключевые слова: Таксономия Блума; Навыки говорения; Продуктивные языковые навыки; Интерактивное обучение; Высшее мышление; Коммуникативная компетентность; Автономия учащегося; Педагогические стратегии; Совместные задания; Критическое мышление; Ролевые игры; Проектное обучение.

Annotatsiya: Ushbu maqola Bloom taksonomiyasi doirasida so'zlashuv ko'nikmalarini rivojlantirishning mahsuldor va interaktiv shakllarini o'rganadi. Yuqori darajadagi kognitiv jarayonlarga e'tibor qaratilgan holda, tadqiqot o'quvchilarning nafaqat til bilimlarini, balki ularni qo'llash, tahlil qilish, baholash va ma'noli gaplar yaratish qobiliyatini rivojlantirishini o'rganadi. Hamkorlik vazifalari, rolli o'yinlar, munozaralar, muammoni hal qilish mashqlari va loyiha asosidagi o'qish kabi pedagogik strategiyalar tanqidiy fikrlash, ijodkorlik va kommunikativ kompetensiyani rivojlantirishga yordam beradi. Samarali og'zaki muloqotni ta'minlashda o'qituvchi yordamining, o'z vaqtida fikr-mulohazalarning va o'quvchi mustaqilligining ahamiyati ta'kidlanadi. So'zlashuv faoliyatini

Bloom piramidasi darajalari bilan moslashtirish o'quvchilarning ishtirokini, kognitiv rivojlanishini va real muloqotdagi ishonchini sezilarli darajada oshiradi. Ushbu tadqiqot til o'rgatishda so'zlashuv ko'nikmalarini optimallashtirishni maqsad qilgan pedagoglar uchun qimmatli tavsiyalar beradi.

Kalit so'zlar: Bloom taksonomiyasi; So'zlashuv ko'nikmalari; Mahsuldor til ko'nikmalari; Interaktiv o'qitish; Yuqori darajadagi fikrlash; Kommunikativ kompetensiya; O'quvchi mustaqilligi; Pedagogik strategiyalar; Hamkorlik vazifalari; Tanqidiy fikrlash; Rolli o'yinlar; Loyiha asosidagi o'qish.

Introduction. Speaking skills are among the most essential productive abilities in language learning, serving as a core component of communicative competence. Enhancing these skills requires not only the acquisition of linguistic knowledge but also the development of higher-order cognitive processes such as application, analysis, evaluation, and creation. Bloom's Taxonomy provides a structured framework for fostering learners' cognitive growth, guiding them from lower-order thinking skills, such as remembering and understanding, to higher-order skills that involve critical thinking and creativity. Productive and interactive pedagogical approaches, including role-plays, debates, collaborative tasks, project-based learning, and problem-solving activities, actively engage learners, stimulate meaningful communication, and strengthen both linguistic proficiency and confidence in real-life contexts. Furthermore, timely feedback, scaffolding, and learner autonomy are essential elements in promoting effective oral communication. The aim of this study is to examine productive and interactive forms of enhancing speaking skills under Bloom's Taxonomy and to explore their practical applications in language teaching, highlighting strategies that effectively develop learners' communicative competence and cognitive engagement. Speaking skills are considered one of the most essential productive abilities in language learning, forming the cornerstone of communicative competence. The development of speaking proficiency is not only dependent on learners' acquisition of vocabulary and grammatical structures but also requires the cultivation of higher-order cognitive skills, including application, analysis, evaluation, and creation. Bloom's Taxonomy (Bloom et al., 1956) provides a hierarchical framework that guides educators in structuring learning objectives and activities from lower-order thinking skills, such as remembering and understanding, to higher-order skills involving critical thinking and creativity. Recent research emphasizes that interactive and student-centered approaches play a crucial role in enhancing speaking skills. Collaborative tasks, role-plays, debates, project-based learning, and problem-solving activities actively engage learners, providing authentic contexts for communication and promoting cognitive and linguistic development (Brown, 2014; Richards & Rodgers, 2014). Such activities foster critical thinking, creativity, and the ability to organize and express ideas effectively, all of which are essential for real-life communication. Providing structured support allows learners to progress through Bloom's hierarchical levels with confidence, gradually moving from basic recall of information to complex problem-solving and creative expression. This approach not only strengthens linguistic competence but also increases learners' motivation and self-efficacy in oral communication (Harmer, 2015; Ellis, 2003).

The purpose of this study is to examine productive and interactive forms of enhancing speaking skills under Bloom's Taxonomy and to explore their practical applications in language teaching. By integrating theoretical frameworks with empirical evidence, this research aims to provide educators with effective strategies to foster both cognitive and communicative development in learners.

Methods. This study employs a qualitative-quantitative mixed-methods approach to examine productive and interactive forms of enhancing speaking skills under Bloom's Taxonomy. The research involved a sample of language learners from secondary and higher education institutions, with varying levels of English proficiency. Data collection was carried out through multiple techniques to ensure reliability and comprehensiveness. These included: Classroom observations – monitoring students' participation in speaking activities such as role-plays, debates, collaborative tasks, and project-based exercises to evaluate engagement, interaction patterns, and communicative competence. Structured interviews and questionnaires – gathering learners' perceptions, attitudes, and self-reported improvement in speaking skills. Performance assessments – evaluating learners' oral output based on criteria aligned with Bloom's hierarchical levels, including remembering, understanding, applying, analyzing, evaluating, and creating. The collected data were analyzed using both descriptive and inferential methods. Observational and performance data were coded according to the cognitive processes specified in Bloom's Taxonomy, while survey responses were analyzed quantitatively to identify trends and patterns in learners' engagement, confidence, and skill development. Ethical considerations, including informed consent and confidentiality, were strictly observed throughout the study. The methodological framework ensured that both qualitative insights and quantitative evidence contributed to a comprehensive understanding of how interactive and productive pedagogical strategies enhance speaking skills. Performance assessments evaluated students' oral output using rubrics aligned with Bloom's hierarchical levels, measuring abilities in remembering, understanding, applying, analyzing, evaluating, and creating. Assessments included in-class exercises and recorded presentations. Triangulation of observational, survey, and performance data ensured validity and reliability, allowing identification of consistent patterns and correlations between interactive tasks and speaking proficiency. Ethical considerations were strictly observed. All participants provided informed consent, and confidentiality was maintained. Data collection took place in real classroom environments, including both face-to-face and online contexts. Instruments were piloted to ensure clarity and reliability. Scaffolding, modeling, and timely feedback supported learners in progressing through Bloom's cognitive levels, enhancing autonomy and confidence. Data were systematically recorded, coded, and analyzed using qualitative thematic analysis and quantitative statistical techniques. Observational notes were categorized according to cognitive processes, while survey data were analyzed for trends, correlations, and patterns in engagement,

motivation, and speaking performance. Limitations of the study include potential influence from contextual factors such as class size, instructor experience, and learners' prior exposure to interactive activities. Future research may expand the sample and examine longitudinal effects of Bloom-aligned speaking activities.

Results. The analysis of the data revealed significant improvements in learners' speaking skills when productive and interactive activities were implemented in accordance with Bloom's Taxonomy. Classroom observations showed that students actively participated in role-plays, debates, collaborative tasks, and project-based exercises, demonstrating higher levels of engagement and communicative competence. Performance assessments indicated measurable progress across multiple cognitive domains. Students displayed improved abilities in applying linguistic knowledge, analyzing and evaluating information, and creating original utterances. Notably, activities designed for higher-order thinking skills, such as debates and problem-solving tasks, elicited more complex language use and critical reasoning compared to lower-order tasks like memorization or simple comprehension exercises. Survey and interview data further supported these findings. Learners reported increased confidence in oral communication, greater motivation to participate in interactive activities, and a clearer understanding of how to structure their responses effectively. Feedback from instructors emphasized the positive impact of scaffolding, peer collaboration, and timely guidance on enhancing speaking proficiency. The analysis of the collected data revealed that the implementation of productive and interactive activities based on Bloom's Taxonomy led to substantial improvements in learners' speaking skills. Classroom observations indicated that students engaged actively in various communicative tasks, including role-plays, debates, collaborative projects, and problem-solving activities. These interactive methods stimulated higher levels of cognitive engagement, resulting in more complex language production and enhanced communicative competence. Performance assessments demonstrated notable progress across multiple cognitive domains outlined in Bloom's Taxonomy. Students showed improvement not only in recalling and understanding linguistic content but also in applying knowledge, analyzing information, evaluating ideas, and creating original utterances. Activities targeting higher-order thinking, such as debates and project-based tasks, elicited richer vocabulary use, more accurate grammar, and more organized and coherent speech. Survey and interview data further supported these findings. Learners reported increased confidence in speaking, greater willingness to participate in interactive activities, and a deeper understanding of how to structure responses effectively. They highlighted the motivational effect of collaborative tasks and the positive impact of scaffolding and feedback from instructors. Additionally, quantitative analysis revealed that students who consistently engaged in interactive and productive activities demonstrated higher overall oral proficiency scores compared to those who experienced more traditional, lecture-based instruction. This suggests that aligning

speaking activities with Bloom's hierarchical levels not only enhances linguistic performance but also fosters critical thinking, creativity, and autonomous learning. Overall, the results underscore the importance of integrating productive and interactive pedagogical strategies within the framework of Bloom's Taxonomy. These strategies contribute significantly to both cognitive development and practical language use, providing learners with the skills necessary to communicate effectively in real-life situations.

Conclusions. This study demonstrates that productive and interactive teaching methods, when implemented within the framework of Bloom's Taxonomy, significantly enhance learners' speaking skills and overall communicative competence. The research findings highlight that engaging students in role-plays, debates, collaborative tasks, project-based learning, and problem-solving activities promotes higher-order cognitive processes, including analysis, evaluation, and creation, which are essential for meaningful oral communication. Learners not only improved their linguistic accuracy and fluency but also developed greater confidence, motivation, and autonomy in using the target language. The structured alignment of speaking activities with Bloom's hierarchical levels ensures systematic progression from foundational knowledge to complex communicative tasks, fostering both cognitive engagement and practical language use. The study also emphasizes the importance of scaffolding, timely feedback, and peer collaboration as essential components of effective speaking instruction. Educators are encouraged to design learner-centered activities that balance cognitive challenge with supportive guidance to optimize language acquisition. Integrating interactive and productive strategies has long-term benefits, including enhanced critical thinking skills, creative problem-solving abilities, and learner autonomy. These strategies contribute to creating a dynamic learning environment in which students are active participants rather than passive recipients of knowledge. Finally, the research suggests directions for future studies, such as exploring the long-term impact of Bloom-aligned speaking activities across different age groups, proficiency levels, and cultural contexts. Further investigations could also examine the effectiveness of digital and hybrid learning environments in enhancing interactive speaking skills.

In conclusion, this study provides strong evidence that productive and interactive methods, guided by Bloom's Taxonomy, are highly effective in developing speaking skills and preparing learners for real-life communicative situations, offering practical guidance for educators aiming to optimize oral language instruction.

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