TEACHING KOREAN LANGUAGE USING BLOOM'S TAXONOMY

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Abstract
The effectiveness of the method of teaching a foreign language using Bloom's taxonomy has been proven in linguistics for several years. However, although many have heard of Bloom's taxonomy, they do not know what kind of program it is and how effective it is in the teaching process. This article discusses the history of the origin of Bloom's taxonomy, its purpose, its importance in the development and organization of the teaching process, and methods of its application in classroom activities.

Keywords: Taxonomy, Bloom's taxonomy, Korean, teaching, foreign language, testing technology, curriculum development, language learning, critical thinking.

Introduction

What is Bloom's Taxonomy?

Although the term Bloom's Taxonomy is often used in education, many educators may not be familiar with its meaning. The taxonomy is a classification of thinking patterns that can be used to develop a curriculum or classroom activity. The approach was originally developed to provide college students with a common framework for writing test answers. Today, the project has become an important educational tool for curriculum developers and educators around the world.

The taxonomy was established after World War II, at the 1948 Boston Convention of the American Psychological Association. This conference was an informal gathering of college teachers from various states who were interested in Bloom's Taxonomy. The taxonomy was unanimously accepted as a common theoretical academic framework for improving communication and collaboration among teachers. Benjamin Bloom was the chairman of the committee that created the taxonomy, and therefore the project was named Bloom's Taxonomy in his honor.

The taxonomy includes three main domains: cognitive, affective, and psychomotor. The cognitive domain itself is divided into six subdomains, which are widely used in order of complexity: remembering, understanding, applying, analyzing, evaluating, and creating. Each of these subdomains can be expressed by a series of verbs. Language teachers, in turn, can use verb tenses in context to create appropriate tasks to increase students' language fluency and improve their thinking.

The first scientific project to develop a taxonomy for the cognitive domain was called "Taxonomy of Educational Objectives: A Classification of Educational Objectives," and this manual was the first published in the cognitive domain in 1956. A textbook focusing on the

affective domain was later published (Krathwohl, 1964), but there is no manual for the third domain, the psychomotor domain, although Simpson's 1972 paper "Classification of Educational Objectives in the Psychomotor Domain" (Simpson, 1972) provided valuable insights into the domain.

The taxonomy is a major source of information for educators worldwide. It has been translated into 22 languages and is frequently cited in academic articles. The success of Bloom's taxonomy has led to its widespread use not only in education but also in many academic disciplines, and the taxonomy was republished by Anderson in 2001. After Benjamin Bloom's death, his work was continued by his colleagues and students. Taxonomy is still being researched today.

So, what exactly is Bloom's Taxonomy?

A taxonomy is a classification system. Bloom and his team attempted to classify qualitatively different ways of thinking. Taxonomy provides a way to organize thinking skills from the most basic to the highest levels of thinking. The ultimate goal is to improve human thinking and gain knowledge. The starting point for improving thinking is to identify and classify the nature of thinking.

The taxonomy is divided into three domains: cognitive, affective, and psychomotor. The cognitive domain is concerned with mental processes. The affective domain is concerned with emotional processes. The psychomotor domain encompasses the skills that connect the mind and body.

Cognitive Domain

The original cognitive taxonomy had six subdomains. These were: knowledge, comprehension, application, analysis, synthesis, and evaluation. The subdomains were arranged in a hierarchical order from simple to complex, representing the progression of the learner toward goal-directed content. In the revised taxonomy of 2001, the subdomains were changed to remember, comprehend, apply, analyze, evaluate, and create.

In the revised taxonomy, knowledge or recall is considered the first subdomain of the cognitive domain. It is concerned with lower-level thinking processes such as remembering or reproducing information. It is expressed by verbs such as identify, define, organize, remember, name, sequence, repeat, find, and identify.

Understanding or comprehension in the revised taxonomy is related to the creation of meaning from information through processes such as explaining, interpreting, or summarizing. It is expressed by verbs such as explain, summarize, repeat, evaluate, compare, describe, and discuss.

Application or application in the revised taxonomy is related to the use of information through application, implementation, or manipulation. It is expressed by verbs such as predict, solve, show, construct, classify, draw, and calculate.

Analysis, or analysis, in the revised taxonomy, is concerned with analyzing, breaking information down into parts, and identifying relationships between parts. Some common

activities in this domain are classifying, evaluating, and organizing. It is expressed by verbs such as inspecting, investigating, simplifying, deconstructing, and diagramming.

The affective domain

The scope of this domain is concerned with how we emotionally relate to things. This includes feelings, attitudes, values, and motivations. The subdomains of the affective domain include: perceiving, responding, evaluating, organizing, and describing. Like the cognitive domain, the other domains are organized in a hierarchy from simple processes such as attention to more complex processes such as character.

Perception is the lowest but most basic level of the affective domain. It involves being aware of people or events and paying passive attention to them. Responding involves not only being aware of people or events but also reacting to them. This can take the form of a conversation or discussion, following instructions, or making a presentation. Appreciation means giving meaning or significance to an event and expressing it. This can range from simple acceptance to complex commitment. Organizing involves accepting beliefs, information, and ideas and integrating them to form a coherent value system. Characterization is the highest level of the affective domain. It is composed of an organized set of values and acts consistently in accordance with these values.

Psychomotor Domain

The psychomotor domain focuses on the ability to generate skills from the mind in the physical world. Bloom's team did not create a formal psychomotor domain in the psychomotor domain, as was the case with the cognitive and affective domains. Elizabeth Simpson and some other researchers have created subdomains in this domain and developed original ideas based on two domains to serve the same purpose. According to Simpson's theory, the subdomains of psychomotor include: perception, reasoning, controlled response, mechanism, complex response, adaptation, and origin. R.H. Dave included imitation, manipulation, precision, articulation, and naturalization in the psychomotor subdomains, and the development of skills from basic to mastery levels, dividing them into reflex movements (involuntary), fundamental movements (walking or catching), perceptual movements (catching or drawing a ball), physical abilities (weight training or long-distance running), skilled movements (ballet, soccer, welding, etc.), and nondiscursive communication (nonverbal communication).

Digital Domain

ICT technologies are pervasive in the modern world and have permeated many aspects of culture, including education. In 2008, Andrew Churched adapted and expanded Bloom's Taxonomy into a 4th informal domain: the digital domain. He expanded the existing structure by adding verbs such as "google search", "podcasting", "blogging", and "hacking" to the existing list. He also added a new dimension known as collaboration.

Using Bloom's Taxonomy in Curriculum and Program Design.
At the 2017 conference on "21st Century Competencies" organized by the Japanese Ministry of Education, Kimura D. and Tatsuno M. specifically addressed Bloom's taxonomy, stating that "competences are not about specific technological skills, but about critical thinking and collaboration skills, and Bloom's taxonomy is an ideal tool to help achieve this" [Kimura,D., & Tatsuno,M, 2017:193]. When implemented in schools, teachers often find that it gives them a broad overview of the curriculum and helps them see which aspects need to be focused on to move up the skill ladder. The list of verbs in Bloom's taxonomy is particularly well-written and helps facilitate well-balanced curricula. The curriculum should begin with the general content or theme of the course, general learning outcome objectives, and learning objectives, after which specific classroom activities can be structured. Bloom's Taxonomy is particularly effective in recording learning outcomes. Learning outcomes need to be monitored and measured. The use of action verbs in Bloom's Taxonomy helps to facilitate this. Specific learning objectives can then be used as a guide to developing progressive and consistent classroom activities and assessments.

Using Bloom's Taxonomy in Classroom Activities
Using the taxonomy in developing classroom activities involves the following steps: 1) Selecting a content area 2) Selecting learning objectives, which are represented by lists of verbs in the taxonomy 3) Arranging the objectives in a logical order. This process is usually done from the lower-order skills listed in the taxonomy to the higher-order skills 4) Designing specific activities for each objective.

Conclusion
By classifying different levels of cognitive ability, Bloom's Taxonomy for Korean language teaching can help you set clear classroom goals, find the right approach for different types of lessons, and choose the best ways to assess how students are progressing in the language. This model can help motivate students to do their best to achieve good results.

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