

PEDAGOGIK MAHORAT

6
2025



PEDAGOGIK MAHORAT

Ilmiy-nazariy va metodik jurnal

6-son (2025-yil, iyun)

Jurnal 2001-yildan chiqa boshlagan

Buxoro – 2025

PEDAGOGIK MAHORAT

Ilmiy-nazariy va metodik jurnal

2025, № 6

Jurnal O‘zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi OAK Rayosatining 2016-yil 29-dekabrda qarori bilan **pedagogika** va **psixologiya** fanlari bo‘yicha dissertatsiya ishlari natijalari yuzasidan ilmiy maqolalar chop etilishi lozim bo‘lgan zaruriy nashrlar ro‘yxatiga kiritilgan.

Jurnal 2001-yilda tashkil etilgan.

Jurnal 1 yilda 12 marta chiqadi.

Jurnal O‘zbekiston matbuot va axborot agentligi Buxoro viloyat matbuot va axborot boshqarmasi tomonidan 2016-yil 22-fevral № 05-072-sonli guvohnoma bilan ro‘yxatga olingan.

Muassis: Buxoro davlat universiteti

Tahririyat manzili: 200117, O‘zbekiston Respublikasi, Buxoro shahri Muhammad Iqbol ko‘chasi, 11-uy.

Elektron manzil: nashriyot_buxdu@buxdu.uz

TAHRIR HAY’ATI:

Bosh muharrir: Adizov Baxtiyor Rahmonovich – pedagogika fanlari doktori, professor

Mas’ul kotib: Sayfullayeva Nigora Zakiraliyevna – pedagogika fanlari bo‘yicha falsafa doktori (PhD)

Xamidov Obidjon Xafizovich, iqtisodiyot fanlari doktori, professor

Begimqulov Uzoqboy Shoyimqulovich, pedagogika fanlari doktori, professor

Navro‘z-zoda Baxtiyor Nigmatovich – iqtisodiyot fanlari doktori, professor

Ibragimov Xolboy Ibragimovich, pedagogika fanlari doktori, professor

Rasulov To‘lqin Husenovich, fizika-matematika fanlari doktori (DSc), professor

Yanakiyeva Yelka Kirilova, pedagogika fanlari doktori, professor (N. Rilski nomidagi Janubiy-G‘arbiy Universitet, Bolgariya)

Andriyenko Yelena Vasilyevna pedagogika fanlari doktori, professor (Novosibirsk davlat pedagogika universiteti Fizika, matematika, axborot va texnologiya ta’limi instituti, Novosibirsk, Rossiya)

Romm Tatyana Aleksandrovna pedagogika fanlari doktori, professor (Novosibirsk davlat pedagogika universiteti Tarix, gumanitar va ijtimoiy ta’lim instituti, Novosibirsk, Rossiya)

Chudakova Vera Petrovna, psixologiya fanlari nomzodi (Ukraina pedagogika fanlari milliy akademiyasi, Ukraina)

Zotova Firuza Raxmatullova, pedagogika fanlari doktori, professor (Volgabo‘yi davlat jismoniy tarbiya, sport va turizm universiteti, Rossiya)

Hamroyev Alijon Ro‘ziqulovich – pedagogika fanlari doktori (DSc), professor

Qahhorov Siddiq Qahhorovich, pedagogika fanlari doktori, professor

Mahmudova Muyassar, pedagogika fanlari doktori, professor

Kozlov Vladimir Vasilyevich, psixologiya fanlari doktori, professor (Yaroslavl davlat universiteti, Rossiya)

Tadjixodjayev Zokirxo‘ja Abdusattorovich, texnika fanlari doktori, professor

Amonov Muxtor Raxmatovich, texnika fanlari doktori, professor

O‘rayeva Darmonoy Saidjonovna, filologiya fanlari doktori, professor

Durdiyev Durdimurod Qalandarovich, fizika-matematika fanlari doktori, professor

Mahmudov Nosir Mahmudovich, iqtisodiyot fanlari doktori, professor

Olimov Shirinboy Sharofovich, pedagogika fanlari doktori, professor

Chariyev Irgash To‘rayevich, pedagogika fanlari doktori, professor

Qiyamov Nishon Sodiqovich, pedagogika fanlari doktori (DSc), professor

Shomirzayev Maxmatmurod Xuramovich, pedagogika fanlari doktori, professor

Ro‘ziyeva Dilnoza Isomjonovna, pedagogika fanlari doktori, professor

Qurbonova Gulnoz Negmatovna, pedagogika fanlari doktori (DSc)

To‘xsanov Qahramon Rahimboyevich, filologiya fanlari doktori (DSc), professor

Nazarov Akmal Mardonovich, psixologiya fanlari doktori (DSc), professor

Dilova Nargiza Gaybullayevna, pedagogika fanlari doktori (DSc), professor

Jumayev Rustam G‘aniyevich, siyosiy fanlari bo‘yicha falsafa doktori (PhD), dotsent

Abdullayev Mehridin Junaydulloyevich, pedagogika fanlari doktori (DSc), professor

Sattorov Anvar Ergashovich, pedagogika fanlari bo‘yicha falsafa doktori (PhD), professor

Nurulloev Firuz No‘monjonovich, pedagogika fanlari bo‘yicha falsafa doktori (PhD)

Navruz-Zoda Layli Baxtiyorovna, iqtisodiyot fanlari bo‘yicha falsafa doktori (PhD), dotsent

Fayziyeva Umida Asadovna, pedagogika fanlari bo‘yicha falsafa doktori (PhD), dotsent

Xalikova Umida Mirovna, pedagogika fanlari bo‘yicha falsafa doktori (PhD), dotsent

ПЕДАГОГИЧЕСКОЕ МАСТЕРСТВО

Научно-теоретический и методический журнал

№ 6, 2025

Решением Высшей аттестационной комиссии при Кабинете Министров Республики Узбекистан от 29 декабря 2016 года журнал включён в перечень изданий, рекомендованных для публикации научных результатов статей по направлениям «Педагогика» и «Психология».

Журнал основан в 2001 году.

Журнал выходит 12 раз в год.

Журнал зарегистрирован Бухарским управлением агентства по печати и массовой коммуникации Узбекистана.

Свидетельство о регистрации средства массовой информации № 05-072 от 22 февраля 2016 г.

Учредитель: Бухарский государственный университет

Адрес редакции: 200117, Узбекистан, г. Бухара, ул. Мухаммад Икбол, 11.

E-mail: nashriyot_buxdu@buxdu.uz

РЕДАКЦИОННАЯ КОЛЛЕГИЯ:

Главный редактор: Адизов Бахтиёр Рахманович – доктор педагогических наук, профессор

Ответственный редактор: Сайфуллаева Нигора Закиралиевна – доктор философии педагогических наук (PhD)

Хамидов Обиджон Хафизович, доктор экономических наук, профессор

Бегимкулов Узакбай Шаимкулович, доктор педагогических наук, профессор

Навруз-заде Бахтиёр Нигматович, доктор экономических наук, профессор

Ибрагимов Холбой Ибрагимович, доктор педагогических наук, профессор

Расулов Тулкин Хусенович, доктор физико-математических наук, профессор

Янакиева Елка Кирилова, доктор педагогических наук, профессор (Болгария)

Андрienko Елена Васильевна (Институт физико-математического, информационного и технологического образования НГПУ, Новосибирск, Россия)

Ромм Татьяна Александровна (Институт истории, гуманитарного, социального образования ФГБОУ ВО НГПУ, Новосибирск, Россия)

Чудакова Вера Петровна, кандидат психологических наук (Национальная академия педагогических наук Украины, Украина)

Зотова Фируза Рахматулловна, доктор педагогических наук, профессор (Поволжский государственный университет физической культуры, спорта и туризма, Россия)

Хамроев Алижон Рузикулович, доктор педагогических наук (DSc), профессор

Каххаров Сиддик Каххарович, доктор педагогических наук, профессор

Махмудова Муяссар, доктор педагогических наук, профессор

Козлов Владимир Васильевич, доктор психологических наук, профессор (Ярославль, Россия)

Таджиходжаев Закирходжа Абдусаттарович, доктор технических наук, профессор

Аманов Мухтор Рахматович, доктор технических наук, профессор

Ураева Дармоной Саиджановна, доктор филологических наук, профессор

Дурдиев Дурдимурод Каландарович, доктор физико-математических наук, профессор

Махмудов Насыр Махмудович, доктор экономических наук, профессор

Олимов Ширинбой Шарофович, доктор педагогических наук, профессор

Чариев Иргаш Тураевич, доктор педагогических наук, профессор

Киямов Нишон Содикович, доктор педагогических наук, профессор

Шомирзаев Махматмурод Хурамович, доктор педагогических наук, профессор

Рузиева Дилноза Исомжоновна, доктор педагогических наук, профессор

Курбонова Гулноз Негматовна, доктор педагогических наук (DSc), профессор

Тухсанов Кахрамон Рахимбоевич, доктор филологических наук (DSc), профессор

Назаров Акмал Мардонович, доктор психологических наук (DSc), профессор

Дилова Наргиза Гайбуллаевна, доктор педагогических наук (DSc), профессор

Жумиев Рустам Ганиевич, доктор философии политических наук (PhD), доцент

Абдуллаев Мехриддин Жунайдуллоевич, доктор педагогических наук (DSc), профессор

Сатторов Анвар Эргашович, доктор философии педагогических наук (PhD), профессор

Нуруллоев Фируз Нумонжонович, доктор философии педагогических наук (PhD)

Навруз-заде Лайли Бахтиёровна, доктор философии экономических наук (PhD), доцент

Файзиева Умида Асадовна, доктор философии педагогических наук (PhD), доцент

Халикова Умида Мировна, доктор философии педагогических наук (PhD), доцент

PEDAGOGICAL SKILLS

The scientific-theoretical and methodical journal

№ 6, 2025

By the decision of the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan dated December 29, 2016, the journal was included in the list of publications recommended for publishing scientific results of articles in the areas of «**Pedagogy**» and «**Psychology**».

The journal was founded in 2001.

The journal is published 12 times a year.

The journal is registered by the Bukhara Department of the Agency for Press and Mass Communication of Uzbekistan.

The certificate of registration of mass media № 05-072 of 22 February 2016

Founder: Bukhara State University

Publish house: 200117, Uzbekistan, Bukhara, Muhammad Ikbol Str., 11.

E-mail: nashriyot_buxdu@buxdu.uz

EDITORIAL BOARD:

Chief Editor: Pedagogical Sciences of Pedagogy, Prof. Bakhtiyor R. Adizov.

Editor: Doctor of Philosophy in Pedagogical Sciences (PhD), Nigora Z. Sayfullaeva

Doctor of Economics Sciences Prof. Obidjon X. Xamidov

Doctor of Pedagogical Sciences, Prof. Uzokboy Sh. Begimkulov

Doctor of Economics Sciences, Prof. Bakhtiyor N. Navruz-zade

Doctor of Pedagogical Sciences, Prof. Holboy I.Ibragimov

Doctor of Physical and Mathematical Sciences (DSc), Prof. Tulkin Kh. Rasulov

Doctor of Pedagogical Sciences, Prof. Yelka K. Yanakieva (Bulgaria)

Doctor of Pedagogical Sciences, Prof. Andrienko Yelena Vasilyevna (Russia)

Doctor of Pedagogical Sciences, Prof. Romm Tatyana Aleksandrovna (Russia)

Candidate of Psychology, Vera P. Chudakova (Kiev, Ukraina)

Doctor of Pedagogical Sciences, Prof. Zotova Firuza Raxmatullova (Russia)

Doctor of Pedagogical Sciences (DSc), Prof. Alijon R. Hamroev

Doctor of Pedagogical Sciences, Prof. Siddik K. Kahhorov

Doctor of Pedagogical Sciences, Prof.M.Mahmudova

Doctor of Psychology, Prof. Vladimir V. Kozlov (Yaroslavl, Russia)

Doctor of Technical sciences, Prof. Zakirkhodja A. Tadjikhodjaev

Doctor of Technical sciences, Prof. Mukhtor R.Amanov

Doctor of Philology, Prof. Darmon S. Uraeva

Doctor of Physical and Mathematical Sciences, Prof. Durdimurod K. Durdiev

Doctor of Economics, Prof. Nasir N. Mahmudov

Doctor of Pedagogical Science, Prof. Shirinboy Sh. Olimov

Doctor of Pedagogical Science, Prof. Irgash T. Chariev

Doctor of Pedagogical Science, Prof. Nishon S. Kiyamov

Doctor of Pedagogical Sciences, Prof. Maxmatmurod X. Shomirzaev

Doctor of Pedagogical Sciences, Prof. Dilnoza I. Ruzieva

Doctor of Pedagogical Sciences, Prof. Gulnoz N. Qurbonova

Doctor of Philology, Prof. Qahramon R.Tuxsanov

Doctor of Psychology, Prof. Akmal M. Nazarov

Doctor of Pedagogical Sciences (DSc), Prof. Nargiza G. Dilova

PhD in Political Sciences, Doc. Rustam G.Jumaev

Doctor of Pedagogical Sciences (DSc), Prof. Mekhriddin J. Abdullaev

PhD in Pedagogical Sciences, Prof. Anvar E. Sattorov

PhD in Pedagogical Sciences, Firuz N. Nurulloev

PhD in Economics Sciences, Doc. Layli B. Navruz-zade

PhD in Pedagogical Sciences, Doc. Umida A. Fayzieva

PhD in Pedagogical Sciences, Doc.Umida M. Khalikova

MUNDARIJA

	Familiya I.Sh.	Mavzu	Bet
DOLZARB MAVZU			
	QARSHIBOYEVA Gulnoza Abduqodirovna	Psixologik xizmat va jinsga asoslangan terapiya usullarining o‘smirlar suiqasdiga qarshi samaradorligi	8
PEDAGOGIKA VA PSIXOLOGIYA			
	ABDIEVA Saltanat Patullaevna	Pedagogik sinflarda o‘quv jarayonida o‘quvchilarning kasb kompetentligini takomillashtirish	13
	ABDIRAIMOVA Gulrux Samad qizi	Kognitiv faoliyat tushunchasining mazmun-mohiyati va uning psixologik-pedagogik asoslari	17
	ABDUMURADOVA Feruza Nuriddin qizi	Ota-onalarning hissiy intellekti va bolalar rivojlanishiga ta’siri	22
	АЛЛАМУРАДОВА Хурлиман Нуриллаевна	Критическое мышление и критическая педагогика: различия, сходства и образовательные последствия	27
	BARATULLAYEVA Dilnoza Xabibullo qizi	Ajrashgan ayollarda psixologik ruhiy holat	33
	ERGASHOVA Muxlisa Azizjon qizi	Liderlik tushunchasi va lider shaxsning psixologik talqini	37
	ESHMURADOVA Shoxsanam Shuhrat qizi	O‘smirlarda ijtimoiy moslashuv buzilishining psixologik xususiyatlari	41
	ESHNAZAROV Murod Karimovich	Germenevtik yondashuv asosida bo‘lajak o‘qituvchilarni kasbiy faoliyatga tayyorlashning reflektiv texnologiyasi	45
	ESHQUVVATOV Ulug‘bek Abdulla o‘g‘li	Talabalarning muhandislik ijodkorligini shakllantirishda tizimli fikrlashga o‘rgatish	52
	RUZIYEV Davron Yuldashevich, MIRSHAYEV Ulug‘bek Muzafarovich	Talabalarda hissiy intellekt namoyon bo‘lishining psixologik tomonlari	57
	KORAYEVA Latifa Zarifovna	O‘quvchilarda o‘quv motivatsiyasini shakllantirishning shaxsiy identifikatsiya omillari	61
	NAZAROVA Gulbahor Pirmanovna, KUNTO‘G‘DIYEVA Inobatxon G‘ofurovna	Overview of the history of dok. the difference between it and bloom’s taxonomy	65
	MAXMUDOVA Zebiniso Maqsudovna	Педагогические возможности развития деонтологической компетентности будущих учителей образования	70
	NUTFULLOYEVA Zarnigor Sa’dullo qizi	Kitobxonlik madaniyatini rivojlantish orqali kommunikativ qobiliyatini takomillashtirish	75
	PARDAYEVA Ra’no Eshboyevna	Ta’lim jarayonida loyihaviy yondashuv asosida talabalarda deontologik madaniyatni takomillashtirishning metodlari	79
	QORYOG‘DIYEV Sherzod Shuxrat o‘g‘li	Ota-onalar infantilligini ijtimoiy-psixologik tadqiq etish jabhalari	84
	QURBONOV J.Sh., NISHONBOYEV M.X.	Taktika fani mashg‘ulotlarida kursantlarning ko‘nikmalarini oshiruvchi interfaol metodlarni qo‘llash	92
	RASHIDOVA Madina Raxmatovna	Kreativ fikrlovchi yoshlar salohiyatini oshirishning obyektiv zarurati va subyektiv asoslari	97
	RAYIMOVA Nigina Bobonazarovna	Xorijiy davlatlarda ekologik ta’lim-tarbiyaning o‘rni (Germaniya, Shvetsiya va finlyandiya tajribalari)	101

		asosida)	
	RUSTAMOVA Manzura Ne'matjanovna	Keksalik davridagi shaxslarning ta'limi psixologik va ijtimoiy aspektlarda	105
	TOSHPO'LATOV Anvar Shokir og'li	Oilaviy munosabatlardagi bag'rikenglikning profilaktika inspektorlari faoliyatiga ta'sirining psixologik xususiyatlari	109
	TUROPOVA Ma'mura Safar qizi	Bo'lajak maktabgacha ta'lim pedagoglarining kasbiy faoliyatga psixologik tayyorgarligini shakllantirish yo'llari	113
	TUXLIYEV Muslimbek Sherzod og'li	Mehnat ta'limi o'qituvchisi faoliyatini nazorat qilish – pedagogik muammo sifatida	117
	USMONOVA Oydin Sherali qizi	Talabalarning tanqidiy fikrlash ko'nikmalarini takomillashtirish-dolzarb pedagogik muammo sifatida	122
	VOXOBOV Nuriddin G'ofurjon o'g'li	Integrativ yondashuv asosida bo'lajak ofitserlarning profayling kompetensiyalarini rivojlantirish texnologiyasi	126
	NURILLAYEV Samad Safarovich, XAKIMOVA Ma'mura Muxammadiyevna	Gemifikatsiya asosida informatika darslarini tashkil etishda o'qituvchini tayyorlashning ilmiy-metodik asoslari	131
	XAYRULLAYEV Qodir Zarfulla o'g'li	Talabalarda frustratsiya holatini yuzaga keltiruvchi nizoli vaziyatlarga nisbatan tolerantlik namoyon bo'lishining psixologik xususiyatlari	137
	XURSANOV Omadbek Ulug'bek o'g'li	Yosh oilalarning psixologik moslashuvi: muammolar va ularni bartaraf etish yo'llari	141
	XUSHVAQTOV Umar Norqobilovich	Imperativ algoritmik tafakkurni rivojlantirishga metodik yondashuvlarning tahlili	146
	YULDASHEVA Maloxat Erkinovna	Zamonaviy pedagogik jarayonda pedagogning kasbiy kompetentligi tushunchasi	152
	АЛИЖОНОВ Азизжон Турсуналиевич	Ички ишлар органлари ходимларини касбий тайёрлашда ўқотар қуроллардан фойдаланиш педагогик муаммо сифатида	156
	ХАЙИТОВА Шакҳноза Данияровна, АЛЛАЗОВ Искандар Салаҳ ўғли	Кредит-модул муҳитида талабалар мустақил ишларининг ташкилий тузилмаси	162
	НАЖМИДДИНОВА Ёқутхон Рухиддиновна	“Dakum” методи асосида бўлажак мутахассисларни метапредмет компетенцияларни ривожлантириш	167
	ТАНИБЕРДИЕВ Акмал Абдуганиевич	Кўзи ожиз ўқувчилар учун модулли дастурларни ишлаб чиқишнинг методикаси	171
	ШАМСИДДИНОВА Мехрибон Фахриддиновна	Инновационные технологии, как средство совершенствования коммуникативной компетенции	175
	BOBOYEVA Umida Baxshulloyevna	Uzoq muddat davolanayotgan boshlang'ich sinf o'quvchilarining tassavvur doirasini kengaytirish orqali nutq boyligini o'stirish	180
	FAYZULLAEVA Xolida Axmadjon qizi	Bo'lajak boshlang'ich sinf o'qituvchilarida fanlarni integrativ o'qitishga metodik tayyorgarligini takomillashtirish	185
	HAMROYEV Sobirjon Husenovich	Fan to'garaklarini talabalarining tadqiqotchilik rivojiga ta'siri	189
	KADIROV Rashid Xamidovich	Bokschi va voleybolchi talabalarining tanqidiy fikrlash darajasi va akademik o'zlashtirishining qiyosiy tahlili	193

MAMASADIKOVA Nodira Olimovna	Ta’lim jarayonida o’spirinlardagi aybdorlik hissini bartaraf etishning psixologik aspektlari	201
MARDANOV Maqsudbek Maxmudovich	Texnologik ta’lim yo’nalishi talabalarining malakaviy va pedagogik amaliyotlarini tashkillashtirishda innovatsion yondashuv	205
OTEPBERGENOV Jetkerbay Sakbergenovich	Kredit-modul tizimida intellektual ko’nikmalarni shakllantirishning psixologik-pedagogik asoslari	209
XAITOVA Yulduz Saitovna	O’qituvchilar va talabalar o’rtasidagi ziddiyatlarni konstruktiv boshqarish	214
XIDIROVA Umida Erkin qizi	Tanqidiy yondashuv asosida talabalarda axborot madaniyatini shakllantirishning pedagogik-psixologik xususiyatlari	219
BERDIYEVA Gulobod Shonazarovna	Talabalarining ijtimoiy-madaniy faoliyatida ijodiy salohiyatni rivojlantirishning nazariy asoslari	223
NARBASHEVA Mexri Achilovna	Talabalarda tanqidiy fikrlash orqali to’g’ri qaror qabul qilish ko’nikmasini shakllantirish	227
G’ANIJONOVA Dilafruz Noiljon qizi	“O’zbekistonning eng yangi tarixi” fanini o’qitish metodikasini takomillashtirish – pedagogik zaruriyat sifatida	231
MO’YDINOVA Shoxsanam Doniyorbek qizi	Pedagogika oliy ta’lim talabalarida kasbiy pedagogik imijni rivojlantirish	238
XOLTURAYEV Asqarjon Panjiyevich	O’qituvchilarning kreativ fikrlashini shakllantirish pedagogik muammo sifatida	242
САЛИХОБ Шохрух Мансурович	Социально-психологические характеристики формирования личностных качеств будущих учителей физической культуры	247
SHARIPOVA Zilola Sharofitdin qizi	Tarbiya faniga oid pedagogik atamalar lug’atini tuzishning lingvo-didaktik asoslari	250
CHORIYEVA Feruza Amrullayevna, NAYIMOVA Aziza Dilmurot qizi	Zamonaviy o’qituvchining shaxsiy sifatleri va unga qo’yilgan talablar	254
AXBUTAYEVA Feruza G’ofurovna	Malaka oshirish jarayonida pedagog kadrlarning kasbiy rivojlanishida uzluksiz diagnostikaning ahamiyati	258
JUMAQULOVA Zilola Shuhrat qizi, NORQULOVA Zebiniso Hamza qizi	O’quvchilarning mantiqiy fikrlashini rivojlantirishga mo’ljallangan didaktik o’quv vositalarining pedagogik muammolari	263
MELSOV Anzor Bahrom o’g’li	O’smir yoshdagi o’quvchilarda deviant xulq-atvor rivojlanishini oldini olish profilaktikasi	267
OLIMOVA Zarina Ro’zmurotovna	Bo’lajak tarbiya fani o’qituvchilarini axborot olish kompetentligini rivojlantirishning pedagogik asoslari	272
АХМЕДОВ Муроджон Убайдуллаевич	Мактаб директорларининг бошқарув кўникмаларини ривожлантириш: мактаб таълими сифатини ошириш омили сифатида	277
SHOMIRZAYEV Maxmatmurod Xuramovich	Axborot muhitida bo’lajak muhandislarni kasbiy ko’nikmalarini rivojlantirish	281

OVERVIEW OF THE HISTORY OF DOK. THE DIFFERENCE BETWEEN IT AND BLOOM'S TAXONOMY

Nazarova Gulbahor Pirmanovna,

Scientific advisor, Bukhara State University,

Associate professor, PhD,

Kunto'g'diyeva Inobatxon G'ofurovna,

1st grade master student, Asia International University

This article gives an overview of the history of Depth of Knowledge (DOK) and explains how it is different from Bloom's Taxonomy. It describes how DOK was created to better understand the depth and complexity of thinking required in tasks. The article compares DOK with Bloom's levels of learning, showing that while Bloom's focuses on the type of thinking (like remembering, understanding, or creating), DOK looks at how deeply students must think about content. The article helps readers see why both models are useful but different. It also discusses how teachers can use DOK to design better questions and tasks for students.

Keywords: *depth of knowledge, DOK, Bloom's Taxonomy, educational models, cognitive complexity, teaching strategies, learning levels.*

TAFAKKUR CHUQURLIGI (DOK) TARIXI HAQIDA UMUMIY TUSHUNCHA. UNING BLOOM TAKSONOMIYASIDAN FARQI

Ushbu maqolada tafakkur chuqurligi (Depth of Knowledge – DOK) modeli tarixi haqida umumiy ma'lumot beriladi va u Bloom taksonomiyasidan qanday farq qilishi tushuntiriladi. DOK modeli topshiriqlardagi tafakkur chuqurligi va murakkabligini aniqlash uchun yaratilganligi ta'kidlanadi. Maqolada Bloom taksonomiyasining bilim darajalari bilan DOK darajalari solishtirilib, Bloom modeli ko'proq tafakkur turiga (masalan, eslab qolish, tushunish, yoki yaratish) e'tibor qaratishi, DOK esa o'quvchilarning mazmunni qanday chuqur o'zlashtirishi kerakligini baholashi tushuntiriladi. Shuningdek, maqolada o'qituvchilarning DOK asosida samarali savollar va topshiriqlar ishlab chiqishlari mumkinligi ham muhokama qilinadi.

Kalit so'zlar: *mazmun chuqurligi, DOK, Bloom taksonomiyasi, ta'lim modellari, kognitiv murakkablik, o'qitish strategiyalari, bilim darajalari.*

ОБЗОР ИСТОРИИ ГЛУБИНЫ ПОЗНАНИЯ (DOK). РАЗЛИЧИЯ С ТАКСОНОМИЕЙ БЛУМА

В данной статье представлен обзор истории модели "Глубина познания" (Depth of Knowledge – DOK) и объясняются её отличия от таксономии Блума. Отмечается, что модель DOK была разработана для более глубокого понимания уровня и сложности мышления, необходимого для выполнения различных учебных заданий. Статья сравнивает уровни DOK с уровнями таксономии Блума, показывая, что таксономия Блума сосредоточена на типе мышления (например, запоминание, понимание, создание), тогда как DOK оценивает, насколько глубоко ученик должен осмысливать содержание. Также рассматривается, как учителя могут использовать DOK для разработки более эффективных вопросов и заданий.

Ключевые слова: *Глубина познания, DOK, таксономия Блума, образовательные модели, когнитивная сложность, стратегии преподавания, уровни обучения.*

Introduction. Understanding how students learn and think is very important in education. Over the years, many educators and researchers have created models to explain different types of learning and thinking. Two important models are Bloom's Taxonomy and Depth of Knowledge (DOK). Both of these frameworks help teachers plan lessons, ask better questions, and check how well students are learning. However, even though they are both useful, they are different in their purposes and focus.

Bloom's Taxonomy was developed first, in 1956, by Benjamin Bloom and his colleagues. It organizes thinking skills into different levels, from simple remembering to complex creating. It helps teachers think about what kind of learning they want their students to achieve. Later, in the 1990s, Norman Webb developed the Depth of Knowledge (DOK) model. Unlike Bloom's Taxonomy, DOK is not just about the type of thinking but also about how deeply students need to understand and work with the information.

In this article, we will look at how DOK was created and how it developed over time. We will also explain the main differences between DOK and Bloom’s Taxonomy in a clear and easy way. This will help teachers, students, and anyone interested in education understand how they can use these two tools to make learning better and more meaningful.

Literature review. Many researchers and educators have studied Bloom’s Taxonomy and Depth of Knowledge (DOK) to better understand how students learn. Bloom’s Taxonomy, created by Benjamin Bloom in 1996, organizes thinking skills into six levels: remembering, understanding, applying, analyzing, evaluating, and creating. It was designed to help teachers develop clear learning goals and plan activities that move students from simple to more complex thinking. Over the years, Bloom’s model has been widely used in schools and universities to guide teaching, learning, and assessment [2, 102].

Later, in 2001, Bloom’s Taxonomy was revised by Anderson and Krathwohl [1, 32]. They made some changes to the original version, such as turning the categories into verbs and reordering the top two levels. The updated version focuses more on the actions students should perform, like “analyze” or “create,” instead of just naming types of knowledge.

In the 1990s, Norman Webb introduced the Depth of Knowledge (DOK) framework [4, 54]. Webb developed DOK while working with educational standards in the United States. He realized that it was not enough to know what type of thinking was involved; it was also important to understand how deeply students needed to think about the material. DOK divides tasks into four levels, from simple recall (Level 1) to extended thinking (Level 4). Unlike Bloom’s, DOK is more about the complexity of the task rather than the action itself.

Several scholars have compared the two models. For example, Karin Hess and her team have explained that while Bloom’s Taxonomy focuses on “what” kind of thinking is needed, DOK looks at “how deep” the thinking must go. Other researchers, like Webb himself, have emphasized that a simple task like “analyze” could be easy or hard depending on how much thinking is required. That is why both frameworks are important but they measure different things [3, 97].

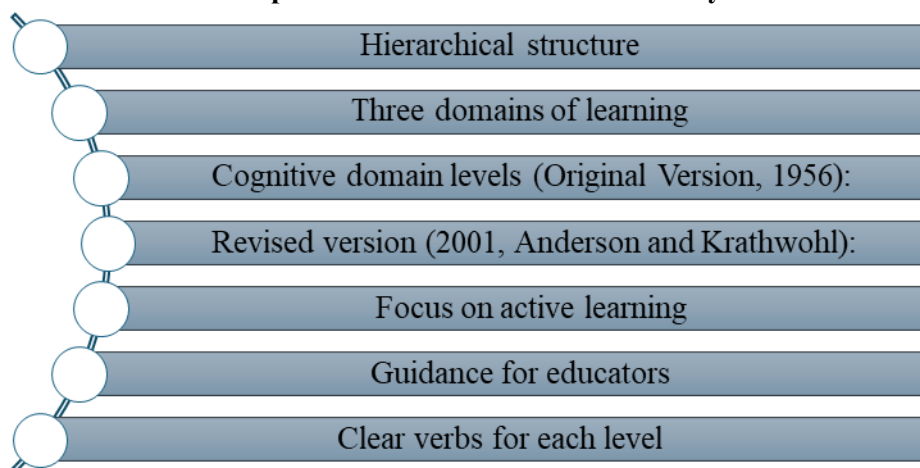
Overall, the literature shows that Bloom’s Taxonomy and DOK are both useful tools in education. However, to fully understand student learning and to create strong educational experiences, teachers and educators must know the difference between them and use both wisely.

Methodology. This article is based on a review and comparison of existing research about Bloom’s Taxonomy and Depth of Knowledge (DOK). To gather information, several academic books, articles, and educational reports were studied. The main sources included the original works by Benjamin Bloom, the revised taxonomy by Anderson and Krathwohl, and Norman Webb’s research on DOK.

First, historical information about the creation and development of both frameworks was collected. Then, different interpretations and explanations from researchers were compared to find the key similarities and differences between the two models. Special attention was given to how Bloom’s Taxonomy and DOK are used by teachers in practice.

This study used a qualitative approach. Instead of doing experiments or surveys, it focused on understanding ideas, theories, and educational practices. Important points from different sources were analyzed and summarized to make the information easy to understand for readers. The goal of the methodology was to provide a clear and simple explanation of complex educational concepts.

Graph 1. Features of Bloom’s taxonomy

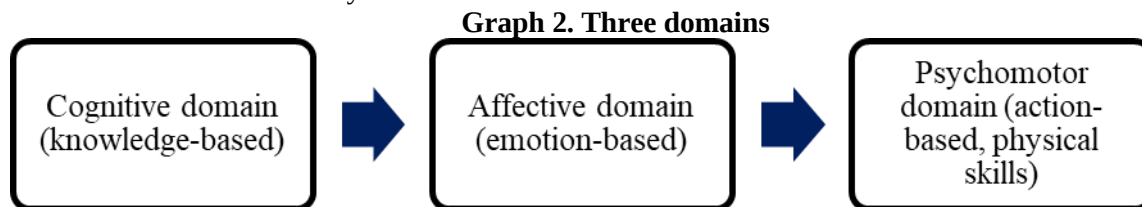


Discussion. Bloom’s Taxonomy is a framework developed in 1956 by Benjamin Bloom and his colleagues. It is designed to classify educational learning objectives into levels of complexity and specificity.

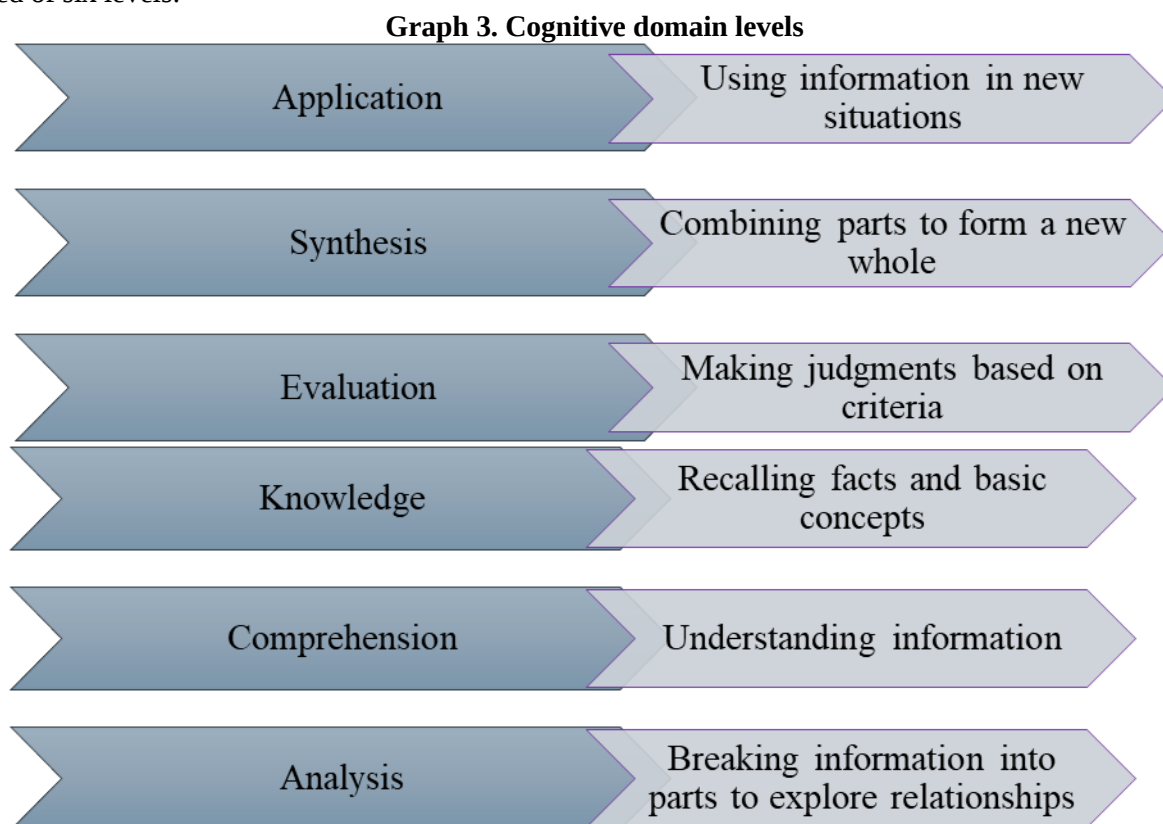
The goal is to promote higher forms of thinking in education, such as analyzing and evaluating, rather than just remembering facts.

Hierarchical structure. Bloom’s Taxonomy is organized into levels, where each level builds on the one before it. Students must master lower levels, such as remembering and understanding, before moving to higher levels like evaluating and creating.

Three domains of learning. Bloom’s original taxonomy covers three domains of learning. The cognitive domain is the most widely known and used.



Cognitive domain levels (Original version, 1956). The original version of Bloom’s Taxonomy consisted of six levels:



Revised version (2001, Anderson and Krathwohl): In the revised version, the levels were adjusted to:

Table 1.

• Level	• Description
• Remembering	• Recalling facts and basic concepts.
• Understanding	• Explaining ideas or concepts.
• Applying	• Using information in new situations.
• Analyzing	• Drawing connections among ideas.
• Evaluating	• Justifying decisions or courses of action.
• Creating	• Producing new or original work

(Note that Synthesis was changed to Creating and moved to the highest level.)

Focus on active learning. Bloom’s Taxonomy encourages students to engage actively with the material. It moves beyond rote memorization to promote deeper, critical thinking skills.

Guidance for educators. Bloom’s Taxonomy helps teachers design curriculum, lessons, and assessments by targeting different thinking skills. It encourages a balanced approach to education, focusing not only on “what to know” but also on “how to think.”

Clear verbs for each level. The taxonomy provides clear verbs to help educators craft learning objectives at each level. For example:

Table 2.

Level	Example Verbs
Remembering	list, define, memorize
Understanding	summarize, explain, discuss
Applying	solve, use, demonstrate
Analyzing	compare, organize, differentiate
Evaluating	judge, critique, assess
Creating	design, invent, construct

Main features of DOK (Depth of Knowledge). Depth of Knowledge (DOK) focuses on the level of cognitive complexity required to complete a task, not simply how hard it is. A task might be difficult because of factors like unfamiliar vocabulary or complicated instructions, but DOK measures how deeply students must think, reason, and apply knowledge.

Graph 4. Four levels of depth



DOK Level 1: recall and reproduction. This level involves the simple recall of facts, terms, or procedures. It requires students to remember information without needing to process it deeply. Examples: Define a word, solve a basic math problem, label parts of a diagram.

DOK level 2: skills and concepts. At this level, students must engage with concepts and make decisions about how to approach a problem. It goes beyond recall and involves the use of information, basic reasoning, and some decision-making. Examples: Compare two characters in a story, classify geometric shapes, organize data into a table.

DOK level 3: strategic thinking. This level requires students to use reasoning, planning, and evidence to support thinking. Tasks at this level involve more abstract thinking and often require students to justify their choices or interpretations. Examples: Analyze the author’s purpose in a text, develop a hypothesis based on data, solve a non-routine math problem.

DOK level 4: extended thinking. At the highest level, students must undertake complex reasoning and thinking over an extended period of time. Tasks often involve investigation, synthesis of information from multiple sources, reflection, and problem-solving in novel situations. Examples: Conduct a research project, analyze multiple sources to construct a well-supported argument, design and carry out an experiment over several days or weeks.

DOK levels are determined by the cognitive demands of the task itself what the task asks students to do rather than by the students’ grade level, the difficulty of the text, or the student’s ability. DOK is a flexible framework that can be applied across all academic disciplines, including math, science, reading, writing, and social studies. It provides a consistent way to think about the demands of different tasks, regardless of subject. DOK is useful for aligning classroom activities and assessments with educational standards, particularly those emphasizing critical thinking, problem-solving, and the application of knowledge in complex ways. Higher DOK levels do not mean that students have to do more work in terms of quantity. Instead, tasks require deeper engagement, higher-order thinking, and the ability to apply knowledge creatively or strategically.

Educators use DOK to create lessons and assessments that challenge students at appropriate cognitive levels, helping them grow from simple recall to strategic and extended thinking. This ensures that instruction promotes meaningful learning and prepares students for real-world problem-solving.

Table 3.

The main differences between Bloom’s Taxonomy and DOK

Aspect	Bloom’s Taxonomy	Depth of Knowledge (DOK)
Focus	Types of thinking (cognitive processes)	Depth and complexity of thinking
Purpose	Categorizes educational goals and thinking skills	Measures how deeply students must understand content
Structure	Six ordered levels (Remembering to	Four levels (Recall to Extended Thinking)

	Creating)	
Levels	Remembering, Understanding, Applying, Analyzing, Evaluating, Creating	Recall and Reproduction, Skills and Concepts, Strategic Thinking, Extended Thinking
Key question	<i>What kind of thinking is required?</i>	<i>How deeply must students engage with the content?</i>
Measurement	Based on the type of cognitive process students use	Based on the task complexity and depth of understanding required
Application across subjects	Widely used, especially in curriculum design	Also applicable across all subjects
Difficulty	Implies a hierarchy from simple to complex tasks	Does not measure difficulty; focuses on cognitive demand
Use in education	Guides learning objectives, assessments, and instructional strategies	Aligns tasks and assessments with standards requiring deep understanding
Examples	Creating a new invention (high level), recalling facts (low level)	Analyzing multiple sources to form an argument (high DOK), defining a term (low DOK)

Conclusion. Both Bloom’s Taxonomy and Depth of Knowledge (DOK) are important tools for educators to design effective learning activities and assessments. While Bloom’s Taxonomy focuses on the types of thinking skills students use, DOK emphasizes how deeply students must understand and apply knowledge. By combining both frameworks, teachers can create lessons that not only develop a wide range of thinking skills but also promote deep, meaningful learning.

References:

1. “Webb’s Depth of Knowledge and Bloom’s Taxonomy: A Comparison for Teachers.” Cognitive ToyBox, www.cognitivetoybox.com/blog/webbs-dok-vs-blooms-taxonomy. Accessed 5 May 2025.
2. Anderson, Lorin W., and David R. Krathwohl. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives. Longman, 2001. – 102 p.
3. Bloom, Benjamin S., editor. Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain. David McKay Company, 1996. – 130 p.
4. Erickson, H. Lynn. Concept-Based Curriculum and Instruction: Teaching Beyond the Facts. Corwin Press, 2002.
5. Francis, Angela. “Webb’s Depth of Knowledge: A Taxonomy for Learning.” Teach Like This, 2020.
6. Hess, Karin K., Dennis Carlock, Ben Jones, and John R. Walkup. What Exactly Do “Depth of Knowledge” Levels Mean? Center for Assessment, 2009. – 187 p.
7. Marzano, Robert J., and John L. Brown. A Handbook for the Art and Science of Teaching. ASCD, 2009.
8. Popham, W. James. “Why Bloom’s Taxonomy Is Obsolete.” ASCD, www.ascd.org/el/articles/why-blooms-taxonomy-is-obsolete. Accessed 5 May 2025.
9. Webb, Norman L. “Issues Related to Judging the Alignment of Curriculum Standards and Assessments.” Applied Measurement in Education, vol. 20, no. 1, 2007, pp. 7–25.
10. Webb, Norman L. Depth-of-Knowledge Levels for Four Content Areas. Wisconsin Center for Education Research, University of Wisconsin-Madison, 2002. – 110 p.