

METHODS FOR USING BLOOM'S TAXONOMY TO IMPROVE KOREAN WRITING SKILLS

Akhmedov Uktamjon Uroqovich

Teacher, Department of Korean Philology
Uzbekistan State World Languages University
Tashkent, Uzbekistan

Abstract: This article examines methods for using Bloom's Taxonomy to develop students' Korean writing skills in the process of teaching Korean as a foreign language. In this study, writing is not viewed merely as the ability to produce grammatically correct sentences, but as a complex process that involves organizing ideas coherently, planning text structure, presenting arguments, analyzing information, evaluating written work, and producing independent texts. The article discusses the stages of Bloom's Taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating, in relation to the development of Korean writing competence. For each stage, the study proposes methodological tasks suitable for Korean language instruction, including memorizing vocabulary and grammatical patterns, understanding model texts, constructing sentences based on given grammatical structures, analyzing text organization, evaluating written work according to specific criteria, and writing independent essays. Special attention is paid to the use of cohesive devices and expressions such as 특히, 제 생각에는, 왜냐하면, 따라서, and 예를 들면 in TOPIK writing tasks, academic writing, letter writing, and short essay writing. The results show that Bloom's Taxonomy provides an effective methodological framework for the gradual development of Korean writing skills and helps strengthen students' independent thinking, text production abilities, and self-analysis skills in writing.

Keywords: Korean language, writing skills, Bloom's Taxonomy, writing competence, Korean language teaching, methodology, TOPIK, academic writing, analytical thinking, creative writing.

Introduction

Writing occupies an important place in the process of learning a foreign language. It reflects not only a learner's vocabulary and grammatical knowledge, but also their level of thinking, ability to structure a text, and cultural-pragmatic competence. For students learning Korean, the development of writing skills is a particularly complex process. This complexity is related to several features of the Korean language, including its grammatical structure, sentence-final endings, honorific forms, connective devices, word order, stylistic distinctions, and the internal coherence of texts.

In Korean language education, writing skills are often developed through traditional methods such as grammar exercises, translation, question-and-answer activities, essay writing based on model texts, and TOPIK writing tasks. However, these approaches do not always lead to the development of higher-order thinking skills. A student may be able to construct grammatically correct sentences, but may still have difficulty expressing ideas independently, showing cause-and-effect relationships, providing arguments, analyzing texts, and evaluating their own writing.

In this regard, Bloom's Taxonomy can serve as an effective methodological framework for the gradual development of Korean writing skills. Bloom's Taxonomy is a systematic approach that organizes learning activities from simple recall of information to understanding, application, analysis, evaluation, and creation. This approach is highly relevant to the teaching of writing in Korean, because the writing process also begins with knowledge of linguistic units and develops

through understanding, practical application, text analysis, evaluation, and finally the creation of independent written texts.

The purpose of this article is to examine methods for using Bloom's Taxonomy to improve Korean writing skills, to propose a system of writing tasks corresponding to each cognitive stage, and to demonstrate the effectiveness of this approach in the educational process.

Writing Skills and Their Role in Korean Language Education

Writing is one of the most complex skills in language learning. In oral communication, speakers can rely on gestures, intonation, context, and the reaction of the interlocutor. In written communication, however, ideas must be expressed clearly, coherently, and logically. Therefore, writing requires not only grammatical knowledge, but also the ability to organize a text, develop a topic, identify the main idea, provide supporting arguments, and draw conclusions.

There are several major difficulties in teaching writing in Korean. The first difficulty is related to Korean sentence structure. In Korean, the predicate usually appears at the end of the sentence, while connective endings indicate logical relations such as cause, condition, contrast, or result. For example, forms such as -아서/어서, -지만, -기 때문에, -(으)면, -도록, and -고 있다 help ensure the logical connection of ideas in written texts.

The second difficulty concerns stylistic appropriateness. In Korean, everyday conversational style, formal writing, academic texts, and TOPIK essay style differ from one another. For instance, the sentence 저는 한국어를 배우고 있어요, meaning "I am learning Korean," may be appropriate in informal or simple writing. However, in academic or formal writing, a sentence such as 한국어 학습은 학습자의 언어 능력 향상에 중요한 역할을 한다, meaning "Korean language learning plays an important role in improving learners' language competence," would sound more natural.

The third difficulty is connected with the coherent expression of ideas. Students can often produce individual sentences, but they may struggle to connect them into a unified text. Expressions such as 제 생각에는, meaning "in my opinion," 왜냐하면, meaning "because," 예를 들면, meaning "for example," 따라서, meaning "therefore," 그러나, meaning "however," and 또한, meaning "in addition," help students develop their ideas logically in written Korean.

For this reason, the teaching of Korean writing should not be limited to grammar and vocabulary alone. It should also take into account the development of thinking skills. Bloom's Taxonomy responds precisely to this methodological need.

The Methodological Essence of Bloom's Taxonomy

Bloom's Taxonomy is a methodological model that classifies educational objectives according to stages of cognitive development. Its main stages are remembering, understanding, applying, analyzing, evaluating, and creating. These stages cover the process from the simple recall of knowledge to complex creative activity.

In the teaching of Korean writing, these stages can be interpreted in the following way. At the remembering stage, students memorize words, endings, grammatical patterns, and key expressions needed for written communication. At the understanding stage, they comprehend the content, structure, and grammatical devices of model texts. At the applying stage, they use the learned units to construct sentences or short texts. At the analyzing stage, they identify the structural parts of a text, the coherence of ideas, arguments, and conclusions. At the evaluating stage, they assess their own or others' writing according to specific criteria. At the creating stage, they produce a new text, essay, letter, review, or academic piece based on an independent plan.

This approach makes it possible to develop Korean writing skills in a natural, coherent, and effective way. Students are not required to write complex essays immediately. Instead, they are gradually guided from basic knowledge toward independent text production.

Remembering Stage: Mastering Basic Units for Writing

The first stage of Bloom's Taxonomy is remembering. At this stage, students memorize the main linguistic units necessary for writing in Korean. These include vocabulary items, grammatical forms, connective expressions, introductory and concluding phrases, cause-and-effect expressions, and basic constructions commonly used in written texts.

For example, in order to write a short essay in Korean, students need to know expressions such as 제 생각에는, meaning "in my opinion," 왜냐하면, meaning "because," 예를 들면, meaning "for example," 그리고, meaning "and," 그러나, meaning "however," 그래서, meaning "therefore," 따라서, meaning "therefore" or "thus," and 결론적으로, meaning "in conclusion." These expressions contribute to textual coherence and help students organize their ideas clearly.

At this stage, methodological tasks should be simple but purposeful. Students may be asked to match Korean connective expressions with their Uzbek equivalents, construct sentences using given words, identify the function of a grammatical ending, or find key expressions in a text.

Sample tasks may include the following: write the Uzbek meaning of 제 생각에는; make three sentences beginning with 왜냐하면; explain the difference between 그러나 and 그래서; find the grammatical endings that express cause in the given text. Such exercises help students consciously memorize the language material needed for writing.

Understanding Stage: Comprehending a Model Text

The second stage is understanding. At this stage, students do not merely memorize words and grammatical forms; they also understand their function within a text. Working with model texts is especially important in developing Korean writing skills. Through well-written texts, students observe how ideas are organized in Korean, how sentences are connected, and how stylistic features are expressed.

For example, the following short Korean text about a healthy lifestyle may be given:

건강한 생활을 하기 위해서는 규칙적인 운동이 필요하다. 왜냐하면 운동은 몸을 건강하게 하고 스트레스를 줄여 주기 때문이다. 또한 올바른 식습관도 중요하다. 따라서 건강을 지키기 위해서는 운동과 식습관을 함께 관리해야 한다.

"To live a healthy life, regular exercise is necessary. This is because exercise keeps the body healthy and reduces stress. In addition, proper eating habits are also important. Therefore, in order to maintain good health, both exercise and eating habits should be managed together."

Based on this text, students identify the main idea, distinguish the sentence that gives the reason, determine where the conclusion is expressed, and explain the functions of 왜냐하면 and 따라서. Questions at this stage may include the following: What is the main idea of the text? Why does the author say that exercise is necessary? What function does 따라서 perform in the text? Identify the introduction and conclusion of the text.

The understanding stage connects reading and writing skills. In order to learn how to write well, students must first learn how to understand a well-structured text.

Applying Stage: Constructing Sentences and Texts Based on Learned Units

The third stage is applying. At this stage, students use the words, grammatical forms, and text structures they have previously learned to produce independent sentences or short texts. This stage is particularly important in improving Korean writing skills, because knowledge becomes a skill only when it is applied in practice.

For example, after learning the grammatical form -기 때문에, students may construct sentences such as 시간이 없기 때문에 숙제를 못 했습니다, meaning "I could not do my homework because I did not have time," or 한국어가 어렵기 때문에 매일 연습해야 합니다,

meaning “Because Korean is difficult, one must practice every day.” After that, students can write a short text using this grammatical form.

At the applying stage, tasks should gradually become more complex. First, students construct individual sentences; then they write short texts consisting of three or four sentences; later, they produce short essays on a given topic. For example, on the topic “Why do you want to learn Korean?”, a student may write the following text:

저는 한국어를 배우고 싶습니다. 왜냐하면 한국 문화에 관심이 많기 때문입니다. 또한 앞으로 한국어를 사용해서 좋은 일을 하고 싶습니다. 그래서 매일 한국어를 공부하고 있습니다.

“I want to learn Korean. This is because I am very interested in Korean culture. In addition, I would like to use Korean for meaningful work in the future. Therefore, I study Korean every day.”

At this stage, the teacher should pay attention not only to grammatical accuracy, but also to the coherence of the student’s ideas.

Analyzing Stage: Analyzing Text Structure

The fourth stage is analyzing. At this stage, students divide a written text into its structural components and identify the main idea, supporting arguments, examples, causes, contrasts, and conclusion. The analyzing stage is very important in developing writing competence in Korean, because students cannot produce coherent texts unless they understand how texts are organized.

For example, students may be given a short essay similar to a TOPIK writing task. They identify the introduction, main idea, first argument, second argument, and conclusion. They also analyze the function of connective expressions used in the text.

The following questions may be used for analysis: In which sentence is the author’s main idea expressed? Are the arguments sufficient? Which connective expressions link the ideas? Is there any unnecessary sentence in the text? Does the conclusion correspond to the main idea?

For instance, students analyze that 그러나, meaning “however,” introduces a contrasting idea; 또한, meaning “in addition,” adds another argument; and 따라서, meaning “therefore,” introduces a conclusion. This process strengthens students’ conscious approach to written texts.

Evaluating Stage: Assessing Written Texts According to Criteria

The fifth stage is evaluating. At this stage, students assess their own writing or another student’s writing according to specific criteria. In the development of Korean writing skills, the evaluating stage helps form self-editing skills, the ability to notice errors, and the habit of producing higher-quality texts.

The criteria for evaluation may include the following: whether the topic has been fully developed; whether ideas are presented coherently; whether there are grammatical errors; whether connective devices have been used correctly; whether the Korean style sounds natural; whether the conclusion corresponds to the main idea; and whether the text meets the requirements of formal or informal style.

For example, students may check their own writing by asking the following questions: Did I use 제 생각에는 correctly? Did I use 왜냐하면 or -기 때문에 appropriately when explaining the reason? Did I use expressions such as 따라서 or 결론적으로 in the conclusion? Are the sentences logically connected? Has Uzbek-style thinking been translated too directly into Korean?

Pair work can also be effective at the evaluating stage. One student checks another student’s text and gives feedback. Comments such as “This sentence is good, but the reason is not sufficient,” “Here, 그래서 should be used instead of 그러나,” or “The conclusion needs to be written more clearly” help develop students’ editing culture.

Creating Stage: Producing an Independent Text in Korean

The highest stage of Bloom's Taxonomy is creating. At this stage, students use their previously acquired knowledge, understanding, grammatical tools, analytical skills, and evaluation skills to produce an independent text. Reaching this stage is the main goal of improving Korean writing skills.

At the creating stage, students may be given writing tasks in various genres. These may include writing a short letter, keeping a diary, composing a descriptive text, writing an opinion essay, writing an essay on a problem and its solution, writing an essay similar to TOPIK writing task 54, writing an email in Korean, or producing an argumentative text on a social issue.

For example, students may be given the topic 인터넷 사용의 장 단점, meaning "The advantages and disadvantages of using the Internet." First, they make a plan. Then they introduce the topic in the introduction, provide two arguments in the main body, give examples, and draw a conclusion. In such a task, students use expressions such as 제 생각에는, meaning "in my opinion," 첫째, meaning "first," 둘째, meaning "second," 예를 들면, meaning "for example," 그러나, meaning "however," 따라서, meaning "therefore," and 결론적으로, meaning "in conclusion."

At the creating stage, the teacher should guide students not only toward grammatical correctness, but also toward independent thinking, clarity of arguments, coherence of the text, and naturalness of Korean expression.

A Model for Organizing a Writing Lesson Based on Bloom's Taxonomy

In order to improve Korean writing skills, a lesson based on Bloom's Taxonomy can be organized in the following way. First, the teacher presents key vocabulary and grammatical units related to the topic. This corresponds to the remembering stage. Then students read a model text and understand its content and structure. This corresponds to the understanding stage. After that, they write sentences and short texts using the learned units. This is the applying stage.

At the next stage, students analyze either a model text or a text they have written themselves. They identify the introduction, main body, arguments, examples, and conclusion. This corresponds to the analyzing stage. Then they check the text according to evaluation criteria. This is the evaluating stage. At the end of the lesson, students create an independent text. This corresponds to the creating stage.

For example, a lesson on the topic 한국어를 배우는 이유, meaning "Reasons for Learning Korean," may be organized as follows. First, students learn words and expressions such as 관심이 있다, meaning "to be interested in," 배우다, meaning "to learn," 필요하다, meaning "to be necessary," 도움이 되다, meaning "to be helpful," and 앞으로, meaning "in the future." Then they read a short text and identify its main idea. After that, they write sentences using -기 때문에 and 그래서. Next, they analyze the structure of a model text. Then they evaluate their own writing and finally write an independent essay.

This model helps teach writing not through random exercises, but through a systematic process based on stages of cognitive development.

The Use of Bloom's Taxonomy in TOPIK Writing Tasks

For Korean language learners, the writing section of the TOPIK exam is highly important. At the TOPIK II level in particular, students need to be able to write a text based on a table or chart, express a short opinion, and produce an independent essay for task 54. Bloom's Taxonomy can serve as an effective methodological tool in this process.

At the remembering stage, students learn basic expressions needed for TOPIK writing, such as 이 그래프는 ...을/를 보여 준다, meaning "this graph shows ...," 가장 높다, meaning "the

highest,” 가장 낮다, meaning “the lowest,” 증가하다, meaning “to increase,” 감소하다, meaning “to decrease,” 반면에, meaning “on the other hand,” and 결과적으로, meaning “as a result.”

At the understanding stage, students read a model TOPIK answer and understand its structure. At the applying stage, they write three or four sentences based on a given table. At the analyzing stage, they identify the main figures, comparisons, and conclusion in the model answer. At the evaluating stage, they check their answer according to TOPIK assessment criteria. At the creating stage, they write an independent answer.

This approach helps students preparing for TOPIK writing tasks not simply memorize ready-made expressions, but also analyze information and produce independent written texts.

Bloom's Taxonomy in Developing Academic Writing in Korean

For advanced-level students, developing academic writing skills in Korean is also important. Academic writing requires the ability to justify a topic scientifically, use terminology correctly, rely on sources, present arguments, analyze information, and draw conclusions. Bloom's Taxonomy can also be effective in this process.

At the remembering stage, students learn expressions typical of academic texts, such as 본 연구는 ...을/를 목적으로 한다, meaning “this study aims to ...,” ...을/를 분석한다, meaning “analyzes ...,” 연구 결과는 ...을/를 보여 준다, meaning “the research results show ...,” and 따라서 ...라고 할 수 있다, meaning “therefore, it can be said that ...”

At the understanding stage, students analyze the abstract or introduction of an academic article. At the applying stage, they construct academic sentences related to their own topic. At the analyzing stage, they identify the structure of an article, including the problem, purpose, method, and results. At the evaluating stage, they check whether the text corresponds to academic style. At the creating stage, they write a short abstract or academic text in Korean.

This method helps Korean language education go beyond everyday communication and reach the level of academic writing.

Conclusion

Improving Korean writing skills is a complex and gradual process. In this process, students must not only know vocabulary and grammatical forms, but also understand them, apply them in practice, analyze texts, evaluate their own writing, and produce independent texts. In this regard, Bloom's Taxonomy serves as an effective methodological framework for developing Korean writing skills.

The analysis shows that at the remembering stage, students master the basic units necessary for writing; at the understanding stage, they comprehend the content and structure of model texts; at the applying stage, they create sentences and short texts based on grammatical and lexical units; at the analyzing stage, they examine the internal structure of texts; at the evaluating stage, they check written texts according to specific criteria; and at the creating stage, they produce independent texts in Korean.

The use of Bloom's Taxonomy develops independent thinking, coherent writing, argumentation, editing, and self-assessment skills among Korean language learners. This approach is especially effective in TOPIK writing tasks, academic writing, essays, and short text production, as it raises students' writing competence to a higher qualitative level. Therefore, the development and practical implementation of a system of writing tasks based on Bloom's Taxonomy is of current importance in the methodology of teaching Korean.

References

1. Bloom, B. S. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. New York: David McKay, 1956.
2. Anderson, L. W., & Krathwohl, D. R. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001.
3. Hyland, K. *Second Language Writing*. Cambridge: Cambridge University Press, 2019.
4. Brown, H. D. *Principles of Language Learning and Teaching*. New York: Pearson Education, 2014.
5. Nation, I. S. P. *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009.
6. Nunan, D. *Practical English Language Teaching*. New York: McGraw-Hill, 2003.
7. Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2014.
8. Lee, I. *Classroom Writing Assessment and Feedback in L2 School Contexts*. Singapore: Springer, 2017.
9. Kim Jeong-suk. *Theory of Korean Writing Education*. Seoul: Hanguk Munhwasa, 2010.
10. Kang Hyun-hwa, Won Mi-jin. *Understanding and Exploring Korean Language Education*. Seoul: Hanguk Munhwasa, 2017.
11. Seoul National University Language Education Institute. *Korean Writing Education Materials*. Seoul: Seoul National University Press and Cultural Center.
12. National Institute of Korean Language. *Materials on Korean Educational Grammar*. Seoul: National Institute of Korean Language.
13. Educational and methodological materials on foreign language teaching methodology in the higher education system of the Republic of Uzbekistan. Tashkent.
14. Jalolov, J. *Methodology of Teaching Foreign Languages*. Tashkent: O'qituvchi, 2012.
15. Yo'ldoshev, J., & Usmonov, S. *Fundamentals of Pedagogical Technology*. Tashkent: O'qituvchi, 2004.