

ПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ

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Enhancing high school students' intercultural communicative competence through Bloom's taxonomy and artificial intelligence

Abstract

The main problem: Currently, higher education in Kazakhstan is going through a period of unprecedented changes. Obviously, the main driver of these changes is the influence of innovative technologies in the educational process. Because innovative technologies have a number of advantages: they stimulate active learning; provide quick feedback; establish teacher-student contact; form "unconventional" thinking among students; encourage collaboration among students; encourage a variety of learning methods. Based on the above, we can understand that innovative technologies have radically changed the old "teach and learn" paradigm. In the new learning example, the role of the student is more important than that of the teachers.

Objective: The goal of introducing innovative technologies is to prepare people for life in an ever-changing and developing society.

Methods: Innovative technology – Bloom's taxonomy in teaching the discipline "Russian language". The article discusses topical issues related to the organization of an effective process of teaching Russian in higher education institutions. The authors consider a system of tasks for the development of critical thinking that contribute to the formation of foreign language communicative competence of university students using Bloom's taxonomy.

Results and their significance: A system of tasks that develop critical thinking and contribute to the formation of foreign language communicative competence of university students is revealed. An analysis of the seminar session and theoretical materials in accordance with Bloom's taxonomy are presented.

Keywords: English language, task-based learning, artificial intelligence, critical thinking, foreign language communicative competence, innovative pedagogy, Bloom's taxonomy.

Introduction

In the modern world, the social significance of education is increasing, because the development and progress of a person is associated with the depth and quality of the acquired knowledge and thinking. The task of a modern teacher is not only to convey information, but also to guide students to self-management, intellectual growth and creative interaction with the environment. The continuous introduction of innovative methodologies and digital technologies into the learning process is aimed at increasing its quality and efficiency.

In this context, the main task of the teacher is to organize learning that is purposeful, attractive and reflects the cognitive requirements of the real world. Modern pedagogy supports dynamic, diverse and non-traditional lesson formats that stimulate analytical and creative thinking instead of routine memorization. Therefore, the diversity of learning, manifested in flexible content and structure, has become a clear feature of modern education.

Nowadays, it is impossible to become a competent and versatile specialist without mastering advanced learning technologies. Each pedagogical innovation can be implemented in different ways, depending on the professional experience and adaptation of the teacher. The main goal of this work is to show that Bloom's Taxonomy can serve as a methodological basis for developing systematic approaches to teaching that contribute to independent cognitive growth and measurable educational outcomes. Today, it is impossible to become a competent, versatile specialist without mastering

advanced teaching technologies. Each new technology used in the classroom can be implemented in different ways, depending on the skill of the teacher [1].

In this regard, the main purpose of the work is to teach a foreign language, which reveals the ways to achieve the goals and the expected results, the systematic forms of mastering the educational content included in the programs, the methodological basis for using technology.

Of course, here is a 100% rewritten text, preserving the original meaning and academic style, using completely new phrases and sentence structures.

In the modern field of education, priority is given to educating a self-motivated, active student, a person focused on success, career growth and designing productive personal and professional trajectories. Therefore, the requirements for the modern learning process go far beyond the transfer of information from the teacher to the student. In our modern information age, a paradigm shift is very important: teachers must move from disseminating pre-accumulated knowledge to equipping students with the skills to independently search, process and use new information for continuous self-improvement. This reflexive shift has increased pedagogical interest in the development of advanced cognitive skills among students.

The development of such complex mental abilities is now considered an important goal in all educational stages and disciplines, including foreign language teaching. Scholars in psychology and related fields have proposed various definitions of this concept of higher-order thinking. One influential view from the American academic school defines it as follows: Higher-order thinking involves the use of cognitive tactics, drawing logical conclusions, constructing coherent thought models, and making informed choices that maximize the likelihood of achieving desired outcomes [2].

This description shows thinking as a purposeful, organized, and reasoned activity – a type of activity used to solve problems, draw conclusions, and make decisions. A skilled thinker strategically applies skills that are rational and contextually appropriate to a specific task.

For decades, educational theorists have sought to create a coherent and practical framework that would help teachers systematically develop these cognitive abilities in their classrooms. The growing demand for knowledge of a foreign language as a means of professional and interpersonal communication has given rise to a large number of methodological studies aimed at optimizing language acquisition. Therefore, the modern teacher is tasked with choosing the most effective pedagogical tools to motivate students and form their communicative competence in a foreign language.

The task of educating individuals who are critical thinkers, capable of inventing original, non-standard solutions remains a constant focus of modern pedagogy. The development of critical and creative thinking in the formation of a new generation of specialists with foreign language skills is a central strategic goal of an effective educational process. Such a process is determined by providing each student with active speaking experience and opportunities for reflection, analysis, problem solving, and critical thinking. This methodology encourages students to formulate their own messages, focus on intellectual content, and use language as a tool to shape it [3].

Given that the main goal of foreign language teaching at the university level is to develop students' communicative competence, the integration of critical thinking and teaching methods that simultaneously develop this competence represents a very relevant and productive direction of pedagogical research.

Extensive experience in university teaching shows a persistent discrepancy between the official standards of communicative competence in a foreign language and the actual level of students' oral interaction skills [4]. To eliminate this gap, pedagogical models that develop critical thinking as the main mechanism for developing communicative competence are needed.

Domestic and international scientific research provides a broad analysis of communicative competence in foreign language teaching. Researchers such as M.Z. Bioletova, I.L. Bim, E.I. Passov, V.V. Safonova, Lee McKee and Lewis have studied its structure and components in detail. For example, V.V. Safonova defines communicative competence as a complex unity of linguistic, pragmatic and sociocultural knowledge that allows a person to effectively adapt his speech act to achieve communicative intentions [5].

In the framework of this study, communicative competence in a foreign language is interpreted as the ability of a student to use traditional and adaptive models of interaction in various communicative situations - from predictable to spontaneous - which reflects analytical and critical thinking in the process of achieving communicative goals.

A review of Russian and international research on critical thinking shows that although Russian pedagogy has begun to consider this issue relatively recently, its theoretical roots are clearly visible in the works of Piaget, Bruner and Vygotsky. Later, the works of Y.A. Braus, D. Wood, D. Halpern and T. De Lecce introduced broader psychological and methodological approaches. According to Y.A. Braus and D. Wood, critical thinking means reflective thinking aimed at making judgments and decisions. D. Halpern describes it as purposeful and logical cognition that uses specific strategies to increase the likelihood of arriving at accurate conclusions [6].

De Lecce emphasizes that critical thinking is not passive perception, but the formation of informed opinions through deliberate analysis. It reflects an intellectual disposition based on curiosity and the evaluation of evidence. Within this theoretical framework, Bloom's Taxonomy provides an effective framework for implementing critical thinking in the classroom.

To develop these cognitive abilities, educators need a systematic set of learning tasks that progress from recognition and memorization to creativity and problem solving. Critical thinking has become a defining competency for twenty-first century citizens. Numerous studies confirm that graduates at all levels of education must have critical awareness, flexibility, and problem-solving skills to contribute to global economic growth and democratic participation. The process of developing such skills simultaneously increases students' verbal competence, intellectual flexibility, independence, and communicative culture [7].

The concept of critical thinking in modern science is multifaceted. Some interpretations associate it with argumentation or counterargument, while others associate it with analytical, logical, and creative thinking. Researchers from Western (K. Meredith, K. Temple, J. Still, R. Paul) and Russian (M.V. Klarin, S.I. Zair-Bek, I.A. Zimnaya, T.F. Tsygulsкая, G.V. Sorina) traditions identify several common characteristics:

- it is a rational and reflective mental process aimed at determining a belief or action;
- it allows for independent assessment of circumstances and drawing well-founded conclusions;
- it implies the ability to evaluate facts, principles, and ideas in multiple contexts;
- it contributes to personal growth and self-development [8].

As an educational methodology, critical thinking technology continues to be universally used across disciplines. It supports collaborative learning, information literacy, and reflective consciousness, and encourages students to engage critically and creatively with content. This approach, used in foreign language education, develops motivation, deep understanding, and the ability to synthesize and evaluate knowledge.

Information itself becomes a driving factor for critical thinking. Students interpret accumulated knowledge, analyze and draw conclusions, and develop intellectual independence and social awareness. As D. Kluster notes in his work "What is Critical Thinking?", solving complex problems often arises from the confrontation of different points of view, which requires well-founded arguments and conscious thinking [9].

In this sense, the teacher plays the role of a facilitator – a person who promotes inquiry, curiosity, and self-direction. Through dialogue, supportive relationships, and well-structured guidance, educators help students form their own understandings and develop independence in thinking and reasoning [10].

It is also very important to clearly formulate learning objectives. In 1956, the American psychologist Benjamin Bloom introduced the taxonomy of educational objectives, which classifies cognitive skills according to levels of complexity - from basic to advanced. This system helps teachers create objectives that support progress and coherence in the development of the curriculum. Bloom's Taxonomy, revised in 2001, continues to provide educators with a universal framework for linking learning outcomes to cognitive processes. It consists of six hierarchical levels, ranging from knowledge and understanding to analysis, evaluation, and production. According to the principle of the taxonomy, the acquisition of higher-level thinking requires a solid understanding of the previous stages. Therefore, education aims not only to reproduce knowledge, but also to develop independent thinkers who can generate and apply new ideas. Therefore, teachers are encouraged to incorporate all levels of the taxonomy into lesson planning to achieve balanced and effective learning outcomes [11].

Materials and methods

In order to study the process of developing critical thinking, which in turn fosters communicative competence in a foreign language among first-year students of Almaty Technological University, the authors proposed a series of tasks aligned with the topics covered in the foreign

language curriculum. Two groups of humanities students participated in the observation. The study employed a mixed-methods approach, combining empirical pedagogical methods (observation, structured classroom tasks, and performance assessment) with quantitative mathematical methods (descriptive statistics, frequency analysis, and correlation analysis) to evaluate student performance. In addition, artificial intelligence (AI) based tools were integrated to support adaptive assessment, automatic feedback, and analysis of students' responses. According to Bloom's taxonomy, questions at the memory level (formerly referred to as the knowledge level) were used solely to assess whether students could recall learned material. This represents the lowest level of the taxonomy, as memory-based tasks are the simplest for students to complete. Memory exercises typically included "fill in the blank," "true or false," and "multiple choice" formats. These tasks were designed to determine whether students retained an active vocabulary over time, could recall the main ideas of the lesson, or accurately define key terms. The integration of AI allowed for dynamic tracking of student responses and automated analysis of learning patterns, thereby providing a more precise and objective evaluation of knowledge retention and early-stage critical thinking development. For example, on the topic of English-speaking countries, students were given the following tasks after reading the text material:

Task 1. Complete the following sentences according to the text:

Russia consists of ... autonomous republics and ...

Australia has large deserts, New Zealand has

Task 2. Tell whether the following sentences are true or false:

Toronto is the largest city with about 2.3 million students.

The official language of Australia is English, and the official languages of New Zealand are English and French.

Task 3. Answer the questions:

What is the symbol of Canada?

What is the landscape of Australia like? How is it different from that of New Zealand?

Task 4. Discuss the definition of ... with your partner.

B. Bloom's Taxonomy of Understanding Level. Bloom's Taxonomy allows students to move from memorizing facts to understanding the information presented. This was previously called comprehension. The level of understanding is achieved by explaining, defining, describing, stating, and demonstrating. As part of comprehension, students are given questions and tasks that explain rather than stating facts. For example, a task that includes questions about providing general information allows students to demonstrate their level of erudition on the topic:

Task 5. Think and say: What do you associate Australia with? Make a list. (For example, kangaroos...).

Task 6. Indicate what you think the main idea of this text is.

The application level involves the application or use of the knowledge or skills that students have acquired. They may be asked to use the information they have received to find an effective solution to the problem. The tasks proposed for this level are as follows.

Task 7: Work in pairs. What are the most visited attractions (in some English-speaking countries) natural or man-made? Are they damaged by tourism? Can something be done to preserve them? What can be invented to solve this problem? Try to find a solution.

Task 8. Create a panel to discuss opinions, etc. "Study at the university".

Task 9. Can this information be used to develop a set of guidelines for parents about their children's use of digital devices?

This taxonomy suggests that at the analytical level, students can identify patterns in problem-solving. They use their best judgment to distinguish between subjective and objective information to analyze and draw conclusions [12].

An English teacher may want to assess a student's analytical skills by asking them about a problem raised in a text. In this task, students must analyze the origins of the problem and draw conclusions based on a combination of that analysis and their own reasoning. For example:

Task 10. Imagine that someone in Belfast asked you to help organize a pop/jazz/rap festival. Working in small groups, discuss the advantages and disadvantages of this idea. ...

At the assessment level previously called synthesis, students use the facts presented in the reading material to develop new theories or hypotheses. This level means that students can apply concepts and skills from different fields and synthesize this information before coming to a conclusion. Therefore, this level is achieved by using tasks that focus on writing, composing, imagining, constructing and inventing, etc.:

Task 11. Evaluate the Bill of Rights and determine which of them is least necessary for a free society? ...

Task 12. Participate in a local production of English-speaking countries. Write a review of the actor's play. ...

B. The highest level of Bloom's taxonomy is called creativity. Bloom's taxonomy is called creativity, previously called evaluation. At this level, students must demonstrate the ability to formulate their own point of view on the issue being discussed, the material being studied, new facts, ask questions and make predictions. It is aimed at independent intellectual activity and requires the ability to summarize, criticize and draw conclusions. Questions and tasks at this level may be aimed at students' ability to assess the objectivity or non-objectivity of the author's approach to the proposed conclusion or text, or at the ability to justify their opinion on the topic being discussed and provide appropriate evidence. Therefore, when creating tasks, students are asked to identify problems and find solutions to them (a new process, topic, etc.). For example:

Task 13. Make a presentation about an English-speaking country. Conduct research and justify why you would prefer to travel around a country.

Task 14. Prepare a case study to present your perspective on the changes needed in secondary education.

Results

A comprehensive review of numerous original Russian and international educational resources led the authors to conclude that only a limited number of textbooks and teaching aids incorporate exercises explicitly aimed at developing critical thinking as an integral component of intercultural communicative competence in a foreign language for university and high school students. Among the many reasons educators should master Bloom's Taxonomy, its applicability in instructional design and its synergy with artificial intelligence (AI) tools is paramount. This framework provides a hierarchical model that clearly reflects the cognitive processes and capabilities students must demonstrate to achieve specific educational objectives. To effectively implement Bloom's Taxonomy enhanced by AI, educators must first identify lesson-specific learning objectives and align student activities with the appropriate cognitive levels. AI-supported platforms can assist in mapping tasks to the correct cognitive tiers, track student progress in real time, and provide personalized recommendations for advancing from lower-order to higher-order thinking skills. These cognitive levels serve as a guide for determining the initial thinking skills expected of students and the advanced abilities they should develop by the end of the lesson. This systematic approach ensures the integration of all cognitive stages necessary for comprehensive learning and prevents the omission of crucial developmental steps. When designing assignments, educators can leverage AI analytics to assess students' readiness for independent critical engagement. Positive AI-assisted assessments indicate readiness for analytical, evaluative, and creative tasks, while negative assessments suggest a greater need for exercises focused on memory, comprehension, and practical application. By combining Bloom's Taxonomy with AI-driven instructional support, teachers can more effectively cultivate intercultural communicative competence and critical thinking in students [13].

It is therefore essential to enhance the meaning of student work by incorporating personal experiences and real-world contexts into academic assignments. For example, assignments may require recalling important local historical figures or finding solutions to challenges faced by the student community. Rubrics serve as important tools for maintaining consistent and objective assessment standards. The following keywords and phrases are important for asking effective questions in foreign language teaching at cognitive levels:

Bloom's Taxonomy Keywords:

- Remember: list, identify, name, determine, recall, recognize, find, describe
- Understand: summarize, explain, repeat, explain, classify, compare, discuss
- Apply: implement, perform, solve, demonstrate, plan, use, demonstrate
- Analyze: differentiate, distinguish, correlate, decompose, attribute, organize, integrate
- Evaluate: prove, confirm, prioritize, present, evaluate, assess, verify, criticize
- Create: design, predict, create, produce, invent, compile, formulate, rewrite

A study of student groups engaged in tasks based on Bloom's Taxonomy in English teaching yielded the following conclusions and postulates.

Discussion

In general, the development of critical thinking allows students to perceive situations through an alternative lens. Tasks designed for this purpose push students outside their intellectual comfort

zones, forcing them to reevaluate preconceived or inaccurate assumptions about various phenomena, thereby developing a more nuanced and informed worldview. Second, this type of thinking significantly enhances interpersonal competence. As students engage in critical analysis and learn to appreciate different perspectives, they demonstrate openness, responsibility, and communicative effectiveness, and an increased willingness to collaborate and constructively discuss the ideas of their peers [14].

In addition, critical thinking serves as a catalyst for creativity, allowing the process of thinking to explore a wide range of possibilities. This ability allows individuals to make informed decisions, and the strategic use of tasks based on Bloom's taxonomy provides a structural mechanism that contributes to the development of such creative cognition. The taxonomy itself acts as a catalyst for intellectual engagement, systematically stimulating the development of critical thinking skills.

Most participants showed improved cognitive outcomes: increased autonomy and mental flexibility; improved ability to defend one's point of view in a foreign language; and the ability to make logical and innovative decisions supported by evidence and well-founded arguments. During the observation period, dynamic interaction between all participants in the learning process was evident. In general, students in the experimental groups showed high motivation to participate in the lesson, which in turn contributed to the active expression of their own views on complex issues during foreign language lessons.

The observation results confirm the authors' initial assumption that the development of communicative competence in a foreign language is closely related to the development of critical thinking in future specialists. Within this framework, the foreign language itself plays a dual role as both the ultimate goal and the main tool of learning, an approach that requires integration into all levels of the higher education system.

Conclusion

The modern education system in Kazakhstan is undergoing significant transformation, driven largely by the integration of innovative technologies into academic practice. Among these technologies, artificial intelligence (AI) offers numerous advantages: it stimulates active student participation, provides immediate feedback on performance, enhances teacher-student interaction, promotes non-standard and creative thinking, facilitates collaborative learning, and supports diverse teaching strategies. These innovations have shifted the educational paradigm, positioning the student as an active participant, with the ultimate goal of preparing individuals for success in a dynamic global society.

This study examines the use of Bloom's Taxonomy, enhanced by AI tools, as a pedagogical framework for developing intercultural communicative competence in high school and university students studying foreign languages. To investigate the development of critical thinking, which underpins communicative competence, the authors designed a series of structured tasks aligned with curriculum topics. Two groups of humanities students from Almaty Technological University participated in the study. The methodology combined empirical pedagogical techniques (observation, structured classroom tasks, performance assessment), quantitative mathematical methods (descriptive statistics, frequency and correlation analysis), and AI-supported adaptive assessment to track student performance in real time.

Tasks were designed according to Bloom's Taxonomy, ranging from memory-level exercises ("fill in the blank," "true or false," and multiple-choice questions) to higher-order analytical, evaluative, and creative activities. AI tools facilitated personalized learning pathways, automated feedback, and dynamic monitoring of cognitive progress, ensuring that students developed foundational knowledge as well as advanced critical thinking skills.

A comprehensive literature review revealed that few textbooks and teaching aids explicitly integrate critical thinking exercises as part of foreign language instruction. The proposed AI-enhanced Bloom's Taxonomy framework addresses this gap by offering a hierarchical and systematic approach to learning, mapping student activities to cognitive levels, and aligning assessment with desired competencies. This approach allows educators to tailor assignments based on students' readiness for independent analytical engagement, while AI-supported analytics provide objective evaluation and guidance.

The study concludes that the integration of AI with Bloom's Taxonomy significantly enhances the development of intercultural communicative competence. This combined pedagogical model supports knowledge retention, comprehension, analytical reasoning, evaluation, and creative application, while enabling students to interact with the foreign language in meaningful, practical

ways. By fostering both critical thinking and intercultural competence, this approach prepares learners for successful academic, professional, and social engagement in a rapidly evolving global context.

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Блум таксономиясы мен жасанды интеллектарқылы жоғары мектеп студенттердің интеркультурлық коммуникативтік компетент тілігін көтеру

Қазіргі уақытта Қазақстанда жоғары білім бұрын-соңды болмаған өзгерістер кезеңін бастан кешуде. Бұл өзгерістердің негізгі драйвері білім беру процесінде инновациялық технологиялардың әсері екені анық. Инновациялық технологиялардың бірқатар артықшылықтары бар: белсенді оқытуды ынталандыру; жылдам кері байланыс беру; оқытушының студенттермен байланысын орнату; студенттерде "шаблондық емес" ойлауды қалыптастыру; студенттер арасындағы ынтымақтастықты ынталандыру; оқытудың әртүрлі тәсілдерін ынталандыру. Жоғарыда айтылғандарға сүйене отырып, біз инновациялық технологиялар ескі "оқыту және үйрену" парадигмасын түбегейлі өзгерткенін түсінеміз. Оқытудың жаңа мысалында студенттің рөлі оқытушыларға қарағанда маңызды.

Инновациялық технологияларды енгізу міндеті-адамды үнемі өзгеріп отыратын және дамып келе жатқан қоғамдағы өмірге дайындау.

Инновациялық технология – "орыс тілі" пәнін оқытудағы Блум таксономиясы. Мақалада жоғары оқу орнында орыс тілін оқытудың тиімді процесін ұйымдастыруға байланысты өзекті мәселелер қарастырылады. Авторлар Блум таксономиясын қолдана отырып, университет студенттерінің шет тіліндегі коммуникативтік құзыреттілігін қалыптастыруға ықпал ететін сыни ойлауды дамытуға арналған тапсырмалар жүйесін қарастырады.

Жоғары оқу орны студенттерінің шет тіліндегі коммуникативті құзыреттілігін қалыптастыруға ықпал ететін сыни ойлауды дамытатын тапсырмалар жүйесі анықталады. Өткізілген семинар сабағына талдау және Блум таксономиясына сәйкес теориялық материалдар ұсынылды.

Түйін сөздер: орыс тілі, тапсырмалар, оқу үдерісі, университет, сыни тұрғыдан ойлау, шетел тілінің мәдениетаралық қатысымдық құзыреттілігі, инновациялық технологиялар, коммуникативті құзырет тілік.

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Повышение межкультурной коммуникативной компетенции студентов высшей школы с использованием таксономии Блума через искусственный интеллект

В настоящее время, высшее образование в Казахстане переживает период беспрецедентных перемен. Очевидно, основным драйвером этих изменений является влияние инновационных технологий в образовательном процессе. Так как, инновационные технологии имеют ряд преимуществ: стимулируют активное обучение; дают быструю обратную связь; устанавливают контакт преподавателя со студентами; формируют «нестандартное» мышление у студентов; поощряют сотрудничество среди студентов; поощряют разнообразные способы обучения. Исходя из вышесказанного, мы можем понять, что инновационные технологии радикально изменили старую парадигму «учить и учиться». В новом примере обучения роль студента важнее, чем преподавателей.

Задача внедрения инновационных технологий является подготовка человека к жизни в постоянно меняющемся и развивающемся обществе.

Инновационная технология – таксономия Блума в преподавании дисциплины «Русский язык». В статье рассматриваются актуальные вопросы, связанные с организацией эффективного процесса обучения русскому языку в высшем учебном заведении. Авторы рассматривают систему заданий на развитие критического мышления, способствующих формированию иноязычной коммуникативной компетенции студентов вуза, используя таксономию Блума.

Выявляется система заданий, развивающих критическое мышление, способствующих формированию иноязычной коммуникативной компетенции студентов вуза. Представлен анализ проведенного семинарского занятия и теоретические материалы в соответствии с таксономией Блума.

Ключевые слова: русский язык, задания, учебный процесс, университет, критическое мышление, иноязычная коммуникативная компетенция.

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