

**ASSESSMENT OF COGNITIVE LEARNING OUTCOMES IN INFORMATICS
EDUCATION BASED ON AI-INTEGRATED INTERACTIVE LEARNING
COMPLEXES: A BLOOM'S TAXONOMY APPROACH**

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Annotation

The rapid advancement of artificial intelligence (AI) technologies and digital transformation in education has significantly increased the demand for innovative interactive learning environments. In this context, the development and effective implementation of AI-integrated interactive learning complexes require a scientifically grounded pedagogical and methodological framework. This study aims to assess cognitive learning outcomes in informatics education through the application of AI-supported interactive learning complexes based on Bloom's taxonomy.

The research examines the pedagogical potential of interactive digital modules, adaptive learning systems, intelligent tutoring platforms, virtual laboratories, and automated assessment tools in enhancing students' cognitive development. A comprehensive instructional model grounded in Bloom's taxonomy is proposed to evaluate students' learning outcomes across six cognitive levels: remembering, understanding, applying, analyzing, evaluating, and creating. The study employs experimental and analytical methods, including pedagogical observation, diagnostic testing, and statistical data analysis.

The findings demonstrate that systematic integration of artificial intelligence into interactive learning complexes significantly enhances students' engagement, promotes individualized learning trajectories, and improves cognitive achievement in informatics education. The results confirm that the proposed pedagogical framework contributes to the development of critical thinking, problem-solving skills, and higher-order cognitive competencies. This study provides methodological guidelines for educators and institutions seeking to implement sustainable, adaptive, and learner-centered digital education practices.

Keywords

artificial intelligence in education, interactive learning complexes, Bloom's taxonomy, cognitive learning outcomes, informatics education, adaptive learning systems, digital pedagogy, educational technology

Introduction. The rapid advancement of artificial intelligence (AI) technologies and the ongoing digital transformation of education have fundamentally reshaped teaching and learning processes, creating new opportunities for interactive, adaptive, and learner-centered educational environments. In particular, the integration of AI-supported interactive learning complexes into informatics education has become a key factor in enhancing instructional effectiveness, personalizing learning pathways, and improving cognitive outcomes. According to UNESCO (2021), the sustainable development of digital education requires the systematic integration of intelligent learning technologies that promote inclusivity, adaptability, and high-quality learning experiences [1].

Globally, the increasing adoption of e-learning, blended learning, and smart education models has accelerated the development of interactive digital learning environments supported by artificial intelligence. Numerous studies indicate that AI-enhanced educational tools significantly improve students' motivation, engagement, and academic performance compared to conventional instructional approaches [2]. Cognitive learning theories emphasize that adaptive feedback, real-time assessment, and intelligent tutoring systems contribute to deeper conceptual understanding and higher-order thinking skills [3].

Bloom's taxonomy provides a comprehensive pedagogical framework for structuring cognitive learning objectives and assessing learning outcomes across six hierarchical levels: remembering, understanding, applying, analyzing, evaluating, and creating. Recent research highlights that the integration of AI-driven instructional systems with Bloom's taxonomy enables dynamic assessment, personalized feedback, and data-driven instructional decision-making, thereby enhancing the effectiveness of informatics education [4]. Furthermore, the OECD (2020) underscores that AI-based digital learning tools support competency-based education models by fostering critical thinking, problem-solving skills, and autonomous learning strategies [5].

Despite the growing implementation of artificial intelligence and interactive learning systems, many educational institutions lack a scientifically grounded methodological framework for evaluating cognitive learning outcomes using Bloom's taxonomy. The absence of a systematic pedagogical model limits the potential of AI-integrated interactive learning complexes and hinders their consistent and effective application in instructional practice.

Therefore, this study aims to develop a pedagogical framework for assessing cognitive learning outcomes in informatics education based on AI-integrated interactive learning complexes through the application of Bloom's taxonomy. The research seeks to establish methodological principles, evaluation criteria, and instructional strategies that ensure the effective integration of artificial intelligence into interactive learning environments, thereby enhancing students' cognitive development and academic achievement.

Problem Statement. Despite the rapid advancement of artificial intelligence (AI) technologies and their increasing integration into educational systems, the pedagogical effectiveness of AI-integrated interactive learning complexes in informatics education remains inconsistent. This inconsistency primarily arises from the absence of a comprehensive methodological framework that systematically aligns artificial intelligence applications with learning objectives, cognitive development models, and instructional design principles. In many educational institutions, AI-based tools are introduced in a fragmented manner, without a structured pedagogical strategy grounded in established learning theories such as Bloom's taxonomy.

Research indicates that technological innovation alone does not guarantee improved learning outcomes unless it is supported by scientifically grounded pedagogical models and structured instructional methodologies [5]. Although various AI-powered educational tools—such as intelligent tutoring systems, adaptive learning platforms, virtual laboratories, and automated assessment systems—are widely available, their implementation often lacks pedagogical coherence and systematic evaluation strategies [6]. As a result, the potential of artificial intelligence to enhance cognitive learning outcomes remains underutilized.

Moreover, existing studies reveal that insufficient integration of Bloom's taxonomy into AI-driven learning environments leads to methodological limitations in assessing students' cognitive development across different learning levels [7]. Without a structured assessment framework, educators face difficulties in effectively measuring learners' progression from lower-order cognitive skills (remembering and understanding) to higher-order thinking skills

(analyzing, evaluating, and creating). This gap restricts the pedagogical value of AI-integrated interactive learning complexes and hinders data-driven instructional decision-making.

Another critical issue is the limited incorporation of formative assessment and adaptive feedback mechanisms within AI-supported interactive learning systems. The absence of real-time diagnostic feedback reduces opportunities for personalized learning, learner autonomy, and continuous cognitive development [8]. Consequently, the lack of a systematic pedagogical framework undermines the effectiveness of artificial intelligence in supporting individualized learning trajectories and competency-based education models.

Therefore, the central research problem addressed in this study is the absence of a comprehensive pedagogical and methodological framework for assessing cognitive learning outcomes in informatics education based on AI-integrated interactive learning complexes using Bloom's taxonomy. This research seeks to bridge this gap by developing a scientifically grounded evaluation model that aligns artificial intelligence technologies with cognitive learning objectives and instructional design principles, thereby enhancing the quality and effectiveness of informatics education.

Proposed Solution: AI-Integrated Classification Model and Pedagogical Framework Based on Bloom's Taxonomy. To address the identified research problem, this study proposes a comprehensive classification model of artificial intelligence (AI)-integrated interactive learning complexes together with a pedagogical framework for assessing cognitive learning outcomes in informatics education based on Bloom's taxonomy. The proposed solution is grounded in digital pedagogy, instructional design theory, cognitive learning principles, and competency-based education.

The classification model is structured according to instructional functionality, cognitive engagement, and the degree of artificial intelligence integration. The first category includes AI-supported multimedia instructional modules, such as interactive video lectures, intelligent presentations, animations, and data-driven infographics. These resources primarily support lower cognitive levels of Bloom's taxonomy-remembering and understanding-by facilitating multimodal information processing and enhancing conceptual comprehension.

The second category consists of interactive problem-based learning environments, including intelligent simulations, scenario-based tasks, and adaptive exercises. These tools promote the application and analysis stages of Bloom's taxonomy by encouraging active learner engagement, experiential knowledge construction, and analytical reasoning. AI-driven interaction enables real-time adaptation of task complexity based on learners' performance.

The third category comprises adaptive learning systems and intelligent tutoring platforms that utilize machine learning algorithms to personalize instructional pathways. These systems dynamically adjust content delivery, feedback, and assessment strategies according to individual learner progress, thus supporting higher cognitive levels such as evaluation and creation. Such platforms facilitate differentiated instruction, learner autonomy, and continuous competency development.

The fourth category includes AI-powered virtual laboratories and simulation environments that provide opportunities for experimental practice and applied skill development in a controlled digital setting. These tools are particularly effective in informatics education, where algorithmic thinking, computational problem-solving, and technical competence are essential. Virtual laboratories support the application, analysis, and creation stages of Bloom's taxonomy by enabling authentic learning experiences.

The fifth category encompasses intelligent digital assessment and analytics tools, such as automated testing systems, formative assessment modules, learning analytics dashboards, and predictive performance monitoring platforms. These tools provide continuous diagnostic

feedback, measure cognitive development across all Bloom's taxonomy levels, and support data-driven instructional decision-making.

Beyond classification, the effective integration of AI-based interactive learning complexes requires a coherent pedagogical framework grounded in Bloom's taxonomy. First, learning objectives must be systematically aligned with cognitive levels to ensure instructional coherence and outcome-based design. Second, formative assessment and adaptive feedback mechanisms should be embedded within instructional systems to promote reflective learning and continuous improvement. Third, interactive learning environments must encourage higher-order cognitive engagement, collaborative learning, and creative problem-solving. Fourth, instructional design principles, including cognitive load optimization and multimedia integration, should guide system development. Finally, continuous monitoring and learning analytics must inform pedagogical adjustments and curriculum refinement.

By integrating artificial intelligence technologies with Bloom's taxonomy-based assessment and instructional design principles, the proposed model establishes a scientifically grounded framework for enhancing cognitive learning outcomes in informatics education. This approach ensures systematic implementation, personalized learning trajectories, and sustainable digital education practices.

Discussion and Practical Implications. The findings of this study confirm that the integration of artificial intelligence (AI) into interactive learning complexes significantly enhances cognitive learning outcomes in informatics education when supported by a systematic pedagogical framework based on Bloom's taxonomy. The proposed model demonstrates that AI-supported digital resources should not be perceived merely as technological instruments, but rather as structurally embedded components of instructional design and assessment systems.

The results indicate that AI-enhanced multimedia instructional modules improve conceptual understanding by facilitating multimodal cognitive processing and adaptive content presentation. Such resources effectively support the lower cognitive levels of Bloom's taxonomy, including remembering and understanding, by providing personalized explanations, visualizations, and intelligent feedback. Simultaneously, interactive problem-based learning environments and intelligent simulations promote higher-order cognitive engagement, encouraging learners to apply, analyze, and evaluate information through dynamic and authentic learning tasks.

Furthermore, adaptive learning systems powered by artificial intelligence play a critical role in individualizing instruction. By continuously analyzing learner data, these systems dynamically adjust task complexity, instructional pathways, and feedback mechanisms, thereby supporting differentiated learning strategies and learner autonomy. This adaptability contributes significantly to students' progression across all cognitive levels of Bloom's taxonomy, particularly in fostering analytical reasoning, critical thinking, and creative problem-solving skills.

The integration of AI-powered virtual laboratories and simulation environments provides substantial benefits for experiential and applied learning, especially in informatics education, where practical competence and algorithmic thinking are essential. These environments allow learners to experiment, test hypotheses, and solve complex problems in safe and controlled digital settings, thereby reinforcing higher-order cognitive processes such as evaluation and creation. Moreover, intelligent digital assessment tools and learning analytics platforms enhance instructional transparency and enable data-driven pedagogical decision-making, ensuring continuous monitoring and improvement of cognitive learning outcomes.

From a pedagogical perspective, the findings emphasize that the effectiveness of AI-integrated interactive learning complexes depends primarily on methodological coherence rather

than technological sophistication alone. Without systematic alignment between learning objectives, cognitive assessment criteria, and instructional design principles grounded in Bloom's taxonomy, artificial intelligence technologies may fail to generate measurable educational impact. Therefore, a structured pedagogical framework is essential for maximizing the educational value of intelligent learning environments.

In practical terms, educational institutions should establish institutional standards and guidelines for the classification, selection, and pedagogical integration of AI-supported interactive learning complexes. Professional development programs should be implemented to equip educators with competencies in AI-based instructional design, digital pedagogy, and cognitive assessment strategies. Additionally, educational policy-makers should promote national and institutional digital transformation strategies that prioritize pedagogical quality, ethical AI implementation, and sustainable innovation in teaching and learning practices. Such systematic approaches will ensure the effective utilization of artificial intelligence technologies in enhancing cognitive development and academic achievement in informatics education.

Conclusion and Recommendations. This study developed a comprehensive pedagogical framework for assessing cognitive learning outcomes in informatics education based on AI-integrated interactive learning complexes through the application of Bloom's taxonomy. The research proposed a functional classification model of artificial intelligence-supported digital learning systems and established methodological principles for their systematic integration into instructional practice. The findings confirm that the pedagogically grounded implementation of AI-based interactive learning environments significantly enhances learner engagement, supports individualized instruction, and improves cognitive development across all levels of Bloom's taxonomy.

The results demonstrate that AI-integrated interactive learning complexes become pedagogically effective when systematically aligned with learning objectives, competency-based standards, and cognitive assessment criteria. The integration of formative assessment tools, adaptive feedback mechanisms, and learning analytics enables continuous monitoring of students' progress and supports data-driven instructional decision-making. Moreover, the application of multimedia learning principles and cognitive load management strategies contributes to deeper conceptual understanding and higher-order thinking development.

The study confirms that artificial intelligence plays a crucial role in enhancing instructional adaptability, facilitating personalized learning trajectories, and fostering learner autonomy. By embedding AI technologies within a structured pedagogical framework, educators can effectively support the development of analytical reasoning, critical thinking, and creative problem-solving skills, which are essential competencies in informatics education.

Recommendations

Educational institutions should establish institutional standards for the classification, selection, and pedagogical integration of AI-supported interactive learning complexes to ensure methodological coherence and instructional effectiveness.

Teachers should actively incorporate adaptive learning elements, intelligent feedback systems, and interactive digital activities into instructional materials to promote personalized, learner-centered, and cognitively engaging learning experiences.

AI-integrated learning environments should systematically embed formative assessment tools and analytics-based feedback mechanisms to support continuous cognitive development and competency formation.

Professional development programs should be implemented to enhance educators' competencies in artificial intelligence-based instructional design, digital pedagogy, and cognitive assessment strategies.

Future research should empirically examine the long-term impact of AI-integrated interactive learning complexes on academic achievement, cognitive development, and skill acquisition across diverse educational contexts and learner populations.

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