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THE ROLE OF BLOOM'S TAXONOMY IN ENHANCING CRITICAL THINKING IN EFL CLASSROOMS

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Abstract: This study explores the use of Bloom's Taxonomy as a teaching model for fostering critical thinking in EFL classes. The results show that when Bloom's Taxonomy is intentionally included in the curriculum design, assessment methods, and classroom activities, the students' ability to think critically, unify ideas, and create language outputs is significantly increased.

Keywords: Bloom's Taxonomy, critical thinking, EFL instruction, cognitive development, higher-order thinking skills, language pedagogy

Аннотация. В данной статье рассматривается применение таксономии Блума в качестве педагогической основы для развития навыков критического мышления в классе английского языка как иностранного (EFL). Результаты показывают, что целенаправленная интеграция таксономии Блума в разработку учебных программ, стратегии оценивания и аудиторные занятия значительно повышает способность учащихся к критическому анализу, синтезированию информации и созданию творческих языковых результатов.

Ключевые слова: таксономия Блума, критическое мышление, преподавание английского языка как иностранного, когнитивное развитие, навыки мышления высшего порядка, языковая педагогика

Annotatsiya. Ushbu maqolada Blum taksonomiyasining chet tili sifatida ingliz tili (EFL) sinflarida tanqidiy fikrlash ko'nikmalarini rivojlantirish uchun pedagogik asos sifatida qo'llanilishi ko'rib chiqiladi. Natijalar shuni ko'rsatadiki, Blum taksonomiyasini o'quv dasturi ishlab chiqishda, baholash strategiyalarida va sinf mashg'ulotlarida maqsadli integratsiyalash o'quvchilarning tanqidiy tahlil qilish, ma'lumotlarni sintez qilish va ijodiy lingvistik natijalar yaratish qobiliyatini sezilarli darajada oshiradi.

Kalit so'zlar: Blum taksonomiyasi, tanqidiy fikrlash, chet tili sifatida ingliz tili o'qitish, kognitiv rivojlanish, yuqori tartibli fikrlash ko'nikmalari, til pedagogikasi

Introduction

Critical thinking has become one of the most important skills in modern education, especially in English as a Foreign Language (EFL) classes where students are required to deal with complicated language and culture at the same time [1]. The skill of analyzing, judging, and combining information is not just learning a language but it is a very basic skill which makes the learners become independent, self-thinking professionals who are able to deal with different texts and contexts in a meaningful way [2]. On the other hand, EFL teaching has mostly given priority to linguistic correctness and fluency through traditional means, thus the learners have reached the point of being grammatical skilled but at the same time their skills in the target language are quite limited when it comes to reasoning and expressing oneself in a creative manner. This disconnect in teaching has led teachers to search for more effective and

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systematic ways to link language and cognitive skills together. One such way is through Bloom's Taxonomy, a framework developed in 1956 and later revised in 2001, which categorizes cognitive processes from the easy to the difficult and has become widely used in different educational institutions across the globe [3].

The taxonomy's six levels of difficulty—remembering, understanding, applying, analyzing, evaluating, and creating—do not only provide a proper method for the design of learning activities but systematically lead the students from mere knowledge of the subject to high-level thinking. The mainframe in the above-mentioned EFL context brings forth special chances to combine the fluency in the language with the growth of the critical thinking ability which allows the teachers to create various activities aimed at both language and cognitive skill development. Despite widespread acknowledgment of critical thinking's importance in language education, many EFL practitioners lack concrete strategies for operationalizing this concept within their instructional practice [4].

METHODOLOGY AND LITERATURE REVIEW

In this research study, a thorough literature review technique is used, which takes into account the publications of scholars, the frameworks of theories, and the research on pedagogy that are related to Bloom's Taxonomy and critical thinking in English as a Foreign Language (EFL) instruction. The modified Bloom's Taxonomy shows the cognitive processes as dynamic activities instead of static categories of knowledge, which is an indication of the active character of learning and thinking [5]. This new way of looking at things turns out to be especially important for EFL instruction, since language itself is the medium and the object of cognitive activity at the same time. It has been found in the research that EFL learners get an extensive amount of benefit when the instructional activities are intentionally shaped to move through the taxonomic levels starting with lower-order thinking skills that create basic language knowledge and then going on to higher-order skills that involve complex handling of linguistic and conceptual content [6]. The literature suggests that the majority of EFL textbooks and curricula mainly concentrate on remember and understand levels, while higher cognitive processes are receiving little attention [7].

Moreover, the framework supports the alignment of learning goals, teaching methods, and evaluation techniques, thereby maintaining consistency in instructional design [8]. Studies on assessment methods show that the use of items and activities at all levels of the taxonomy results in a wider and deeper evaluation of students' learning, and at the same time, contributes to the students' development of the ability to think critically [9]. On the other hand, the cases of successful implementation are proof that when teachers are professionally developed and supported by the administration, Bloom's Taxonomy turns into a mighty instrument for the transformation of EFL teaching from being teacher-centered to being learner-centered where students are considered active makers of meaning and critical thinkers [10].

RESULTS AND DISCUSSION

Through an examination of the literature, the research has drawn attention to several important aspects of the use of Bloom's Taxonomy in the development of EFL learners' critical thinking skills. To start with, the taxonomy's thorough incorporation into planning lessons allows the educators to pervasively vary the cognitive demands and at the same time guarantee that the students would receive the chances to use more and more sophisticated thinking skills during the whole process of learning of the foreign language [5]. The necessity of this organized development is due to the fact that gradual building of the critical thinking power is

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done through repeated practice with increasingly complex cognitive tasks and thus the students need to be well guided through [6]. The second important finding is that the taxonomy serves as a common metalanguage that helps to discuss learning goals and learner expectations among instructors, curriculum makers, and students, and at the same time provides the latter with an opportunity to ask questions about the terms used in teaching [8]. When the learners are aware of the mental activities—be it analyzing the structures of texts, assessing the arguments' soundness, or writing their etiquette—they are able to tackle the tasks in a more deliberate and reflective manner.

To begin with, the application of Bloom's Taxonomy as an underpinning for assessment practices gives more and richer information regarding the student learning process by observing the performance in different cognitive domains instead of just concentration on recall of knowledge [9]. This all-inclusive assessment method not only helps in giving more precise pictures of learner abilities but also gives great help to the critical thinking by making it a visible, assessed feature of academic success. However, the discussions at this point would also need to bring up the implementation challenges that are implied by the literature. A number of EFL teachers have expressed their problem in creating activities that would at the same time cater for the language learning objectives and higher-order thinking goals, especially if they were to deal with learners of lower proficiency levels [4]. The challenge is rooted in the most common wrong belief that critical thinking is the sole preserve of the linguistically proficient, while research shows that even the most basic level learners can participate in analytical and evaluative thinking provided the tasks are supported properly and the linguistic demands are set at their level of development [7].

The key to the whole matter is the realization that critical thinking and language mastering take place mutually instead of one after the other; higher-order thinking processes act as catalysts for language development, creating situations for language use that are not only cognitive but also meaningful and engaging. Another noteworthy conclusion has to do with the connection between questioning methods and the growth of critical thinking. Teachers who intentionally put questions from all taxonomic levels, that is, from those requiring mere recall to those requiring synthesis and judgment, into their teaching will create classroom conversations that demonstrate and support students' critically thinking dispositions. On the other hand, instructional situations where lower-order questions prevail unintentionally give the message to the students that memorization and reproduction are the main objectives of language learning, and thus the development of their thinking skills is limited [2].

Conclusion

This article has demonstrated that Bloom's Taxonomy serves as a valuable pedagogical framework for enhancing critical thinking in EFL classrooms by providing systematic guidance for designing learning experiences that cultivate progressively sophisticated cognitive capabilities. The literature analysis reveals that successful integration of the taxonomy requires moving beyond superficial application toward deep understanding of how cognitive processes operate within language learning contexts and how instructional activities can be crafted to authentically engage learners in analytical, evaluative, and creative thinking while simultaneously advancing their linguistic development. The evidence indicates that when EFL educators deliberately structure curriculum, instruction, and assessment around Bloom's hierarchical model, learners demonstrate enhanced capacity for critical analysis, reasoned argumentation, and original expression in English. However, realizing these benefits demands

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institutional commitment to professional development, curricular flexibility, and assessment practices that value cognitive depth alongside linguistic accuracy.

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