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# ANALYSIS OF CRITICAL THINKING WITHIN THE CONTEXT OF BENJAMIN BLOOM`S TAXONOMY OF EDUCATIONAL OBJECTIVES[6]

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*Abstract: The paper reviews different thinking skills when learning a language. These can be classified into three types: basic comprehension, critical thinking, and creative thinking. All play a key role in learning and should appear at different points within a lesson, but not necessarily in any particular order. We believe that up to now the lack of a clear working model—along with a lack of clear examples of critical thinking activities—has prevented teachers from helping learners to practice critical thinking skills to full effect. Critical thinking is presented as a mindset that involves thinking reflectively (being curious), rationally (thinking analytically), and reasonably (coming to sensible conclusions). It is analysed on one hand within the framework of Bloom's taxonomy in a cumulative aspect: that is to say, each behaviour or mental process was built upon the preceding one, starting with the simplest and ending with the most complex. And on the other, within the framework of Krathwohl and Anderson`s vision who preferred to see these different skills as being of equal value, and employed at various times in learning.*

*Critical thinking skills are not just a box of tools to be used when needed and then put away, but derive from a mindset that involves seeking knowledge in a particular way. The paper presents a model for the ELT learners to view critical thinking as a mindset that involves thinking reflectively (being curious), rationally (thinking analytically), and reasonably (coming to sensible conclusions).*

*Keywords: Critical thinking skills, Reflective thinking, Rational thinking, Reasonable thinking*

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