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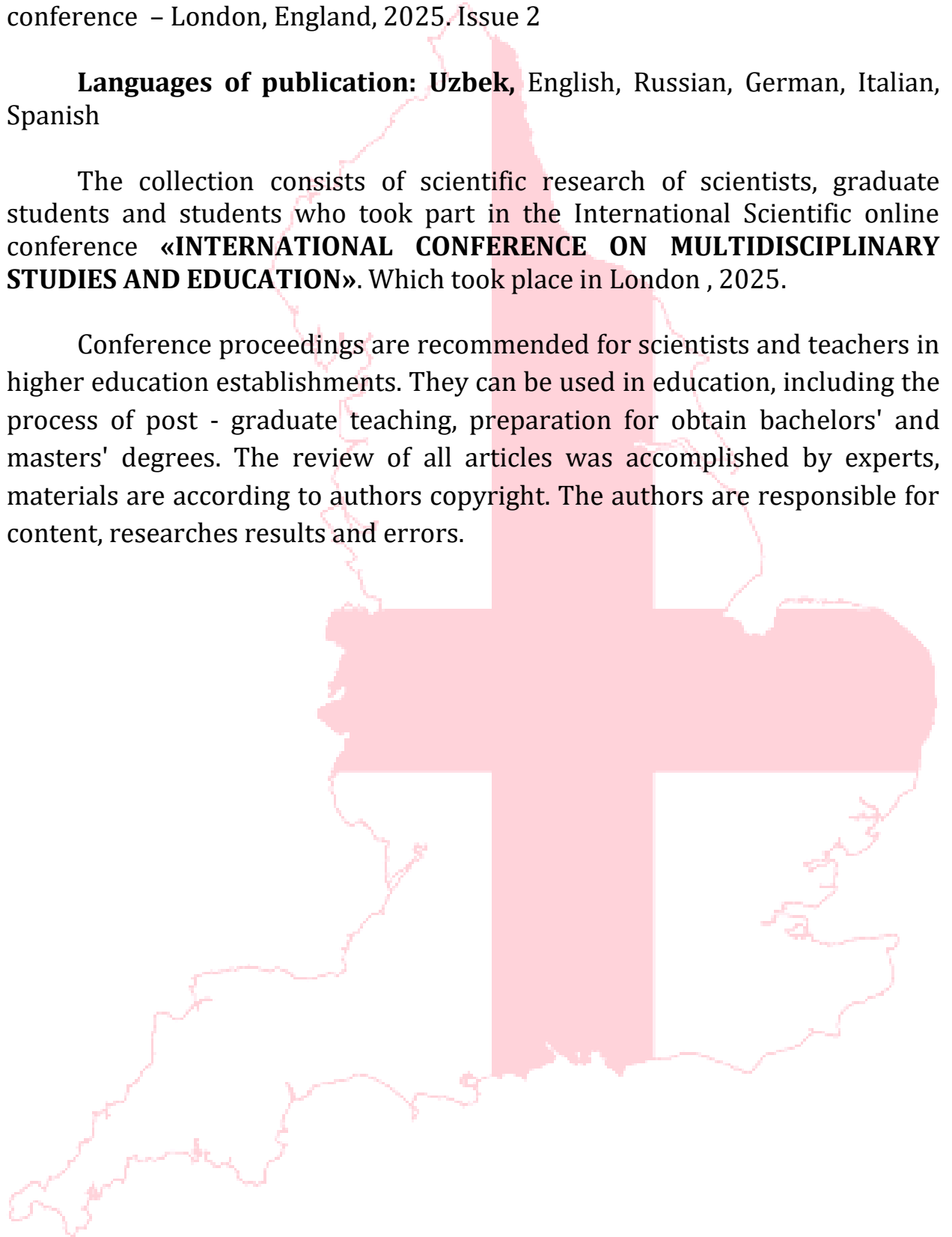


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## Designing ESP Course Objectives According to Bloom's Taxonomy

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**Abstract.** This article explores setting goals and objectives for ESP course design utilizing Bloom's taxonomy and its categories. Moreover, this work identifies the importance of establishing clear and relevant course goals for its effectiveness, particularly in organizing ESP courses. The study gives some information about scientist Benjamin Bloom and how his framework is essential in the teaching and learning process. In this study, a full formulation of the objectives and aims of the ESP course is provided for medical students' EMP course (English for Medical Purposes) based on Bloom's taxonomy

**Key words.** Bloom's taxonomy, setting goals, ESP, EMP, six categories

**Introduction.** In the field of English for Specific Purposes (ESP), the construction of clear and well-organized learning objectives plays a vital role in designing successful language courses. As we live in such a dominant and progressing society, each sphere of this demands high educated and skillful specialists to reach efficiency in their work. In this regard, English competency has already become a crucial and demanding capability in all fields which brings professional growth. Therefore, nowadays contemporary teaching methodology for non-specialized programs emphasizes productive and appropriate course modules such as needs analysis, designing aims and objectives, syllabus and authentic materials which assist both teachers and learners to make lessons beneficial. One of the most influential and widely used frameworks for formulating such objectives is "Bloom's Taxonomy" which was introduced in 1956 by Benjamin Bloom and his collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published for categorizing educational goals. This framework has been applied by generations of K-12 teachers and college instructors in their teaching. The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice. While each category contained

subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories [1:1] These categories can be used in all ESP courses for different specialists integrating it with professional content. Each category has its own verbs to identify the function and aim. For instance,

Remembering: can the student recall or remember the information? -define, duplicate, list, memorize, recall, repeat, reproduce state





Understanding: can the student explain ideas or concepts?- classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase Applying: can the student use the information in a new way? - choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write. Analyzing: can the student distinguish between the different parts? -appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Evaluating: can the student justify a stand or decision? -appraise, argue, defend, judge, select, support, value, evaluate

Creating: can the student create new product or point of view? -assemble, construct, create, design, develop, formulate, write [2:1]

While structuring ESP course objectives, these steps aid to design them from easy to complex tasks which increases effectiveness of learning process considering each metacognitive stages in language learning. In particularly, Bloom’s taxonomy begins with “Remembering” that means receiving new information and remember it, and in the next sections they classify, illustrate, analyze, judge and construct new ideas , all of those can be one particular aim of each lesson. The students who accomplish all of these tasks in their ESP course, they can use the target language in their purpose successfully.

<p><b>ESP Course:</b> <b>English for</b> <b>Medicine Students</b></p>	<p><b>Aims:</b> The primary aim of this course is to enhance students’ proficiency in English by integrating all four language skills (reading, writing, listening, and speaking) within the context of medical terminology and professional practices. By the end of the course, students will be equipped to communicate effectively in English in medical settings, both academically and professionally.</p>
<p><b>Course Objectives:</b> <b>By the end of this course, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <i>Construct Accurate Sentences:</i></li> <li>• Formulate both simple and complex sentences in English, suitable for various medical contexts, for effective written and oral communication.</li> <li>• <i>Improve Reading Comprehension:</i></li> <li>• Develop the ability to comprehend and analyze texts on medical topics, understanding different contexts and concepts presented in various medical writings.</li> <li>• <i>Expand Vocabulary:</i></li> <li>• Enrich their active vocabulary for both everyday communication and professional use in medicine, including medical terminology, diagnoses, and treatment methods.</li> </ul>	





- *Enhance Listening Skills:*
  - Improve listening comprehension using ICT tools (e.g., videos, audio tracks, doctor-patient conversations) to understand medical dialogues and scenarios.
- *Learn Medical Writing:*
  - Gain the ability to write medical documents, including prescriptions, diagnoses, letters, and news articles, progressing from basic to more advanced texts.
- *Engage in Discussions:*
  - Participate in discussions on medical and global health topics, including lifestyle choices, maintaining a healthy lifestyle, and current medical issues.
- *Analyze Treatment Options:*
  - Critically analyze and compare treatment options and disease management approaches by reading various medical texts, including case studies and clinical guidelines.
- *Compare Global Practices:*
  - Compare traditional and modern medical practices, including prescriptions, instructions, and patient care systems in different countries, with a focus on healthcare systems in developed nations.
- *Role Play and Simulation:*
  - Participate in role plays and simulations as doctor and patient to practice medical dialogues and communication skills in real-world scenarios.
- *Evaluate Medical Procedures:*
  - Critically evaluate and discuss traditional and contemporary medical diagnostic procedures and treatment methods.
- *Present Case Studies:*
  - Present case studies and project work both individually and in teams, demonstrating research and problem-solving skills in medical contexts.
- *Assess Medical Knowledge:*
  - Assess and apply existing medical knowledge to more complex clinical situations, developing a deeper understanding of medical concepts.
- *Prepare for Certification:*
  - Prepare for and take international or national language competency exams, assessing proficiency in medical English.
- *Conduct Medical Surveys:*
  - Conduct surveys in their field of study, focusing on medical practices, patient care, or healthcare systems.





- *Engage in Professional Projects:*
- Participate in meetings, projects, and collaborative activities within the medical community, enhancing teamwork and communication skills.
- *Create Effective Patient Materials:*
- Develop clear, understandable, and effective medical materials such as ambulatory maps, patient instructions, and educational resources.

**Learning Outcomes:**

*Upon successful completion of the course, students will be able to:*

- Use medical English fluently and confidently in both written and oral communication.
- Demonstrate an advanced understanding of medical texts and terminology.
- Engage in meaningful discussions on medical topics, showing critical thinking and problem-solving abilities.
- Apply English language skills to a variety of medical settings, from patient care to professional writing.
- Successfully complete a language proficiency certificate in medical English (e.g., TOEFL, IELTS, or other certifications).
- Conduct and present medical research and case studies effectively.
- Create and utilize medical documents and materials that meet professional standards.

In the following ESP course goals and objectives for medical students, every stage is given with full clarification aligning with medical content including all categories of Bloom's Taxonomy.

**Mapping ESP Course Objectives to Bloom's Taxonomy**

If we select each part according to Bloom's Taxonomy, for "remembering" category, students will gain knowledge about improving receptive skills (reading and listening), expand vocabulary by learning and remembering new words from medical terminology, and for "understanding" they engage in discussions and surveys in order to describe and share their ideas and received information, to "apply" given knowledge, learners write reports and medical instructions, attend in case studies to solve issues conduct surveys, assess and apply existing medical knowledge to more complex clinical situations, developing a deeper understanding of medical concepts.

In "analyzing" category which dedicated to compare and examine the existing information, medical students do experiments in patient care situation using English language, distinguish different methods of treatment using new vocabulary by reading various articles and literature, compare traditional and modern medical practices, including prescriptions, instructions, and patient care





systems in different countries, with a focus on healthcare systems in developed nations. For “evaluating”, they critically evaluate and discuss traditional and contemporary medical diagnostic procedures and treatment methods, prepare for and take international or national language competency exams, assessing proficiency in medical English. Finally, having gained enough knowledge and practice them in their field, learners will be able to create their product, utilize their knowledge to develop and implement their own ideas through English language. This part aimed at creating and developing clear as well as effective medical patient materials such as ambulatory maps, patient instructions, and educational resources.

**Conclusion.** Ensuring ESP course objectives correspond to Bloom’s Taxonomy promotes a structured and productive framework for improving students’ language and professional competencies. Via mapping learning outcomes relating to cognitives levels from basic simple knowledge acquisition to higher complex thinking skills, educators can provide their students with clear, measurable and tailored to learners’ specific needs and demands. Especially in ESP for medical students, implementing this Bloom’s Taxonomy and his strategies fosters the combination of language learning with professional content which broadens students’ ability to comprehend, communicate and function effectively in real-life medical settings. This approach not merely supports meaningful teaching and learning but promotes long-term memory of knowledge in professional context.

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