

There is also the possibility of superficial correction, when students focus only on obvious grammar mistakes. In addition, peer correction requires training. To make peer correction effective in Economic English classes, the teacher should first establish a supportive classroom atmosphere. Students need to understand that correction is a normal and valuable part of learning. Second, the teacher should provide clear criteria and models.

Peer correction should be combined with teacher monitoring. The teacher should observe the process, and correct inaccurate peer comments when necessary. Students should be encouraged to comment not only on errors, but also on strengths. Balanced feedback supports motivation and helps students recognize successful strategies that can be reused in future tasks. Peer correction should be used regularly, not occasionally. When students become familiar with the method, they gain confidence and gradually improve both their language awareness and feedback skills.

Peer correction is an effective teaching method in Economic English classes because it combines language practice, collaborative learning, and the development of learner autonomy. In Economic English classes, it contributes to the formation of more independent, reflective, and communicatively competent future specialists.

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BLOOM'S TAXONOMY IN TEACHING ENGLISH TO ECONOMIC STUDENTS

Анотація. Викладання англійської мови студентам економічних спеціальностей потребує підходів, що розвивають аналітичні, комунікативні та професійні навички. Таксономія Блума це корисна основа для планування результатів навчання, добору аудиторних видів діяльності та оцінювання прогресу студентів. За допомогою таксономії викладачі розширюють цілі заняття від відтворення мовного матеріалу до формування критичного мислення, коли студенти аналізують економічну інформацію англійською мовою. В роботі розглядається роль таксономії Блума у викладанні англійської мови студентам економічних спеціальностей і показано, як рівні таксономії можуть бути застосовані при викладанні англійської мови за професійним спрямуванням. Особливу увагу приділено розвитку економічної лексики.

Ключові слова: таксономія Блума, англійська мова за професійним спрямуванням, студенти економічних спеціальностей, вища освіта, професійна комунікація.

Summary. *Teaching English to students of economics requires approaches that develop analytical, communicative, and professional skills. Bloom's Taxonomy offers a useful framework for planning learning outcomes, selecting classroom activities, and assessing students' progress. It helps teachers move from simple reproduction of language material to thinking, where students analyze economic information in English. This thesis examines the role of Bloom's Taxonomy in teaching English to economic students and shows how its levels can be applied in English for Specific Purposes courses. Particular attention is paid to the development of economic vocabulary.*

Key words: *Bloom's Taxonomy, English for Specific Purposes, economic students, higher education, professional communication.*

Modern higher education requires English classes to be practical, student-centered, and professionally oriented. For students of economics, English is a working tool. One of the most effective frameworks for organizing this process is Bloom's Taxonomy. Originally developed as a hierarchy of educational objectives, Bloom's Taxonomy allows teachers to structure learning from simple to more complex cognitive operations. In its revised form, it includes six levels: remembering, understanding, applying, analyzing, evaluating, and creating. These levels can be successfully used in English language teaching, especially when the aim is to combine language development with professional thinking.

Bloom's Taxonomy helps teachers formulate clear learning outcomes and align them with classroom activities and assessment. At the lowest levels, students remember and understand information. At the higher levels, they use language in more meaningful and independent ways.

At the remembering level, economic students learn key vocabulary, grammar patterns, and professional expressions. This may include terms such as inflation, supply and demand, market structure, gross domestic product, taxation, or investment strategy. Activities at this stage may involve matching terms with definitions, filling in gaps, or memorizing common collocations.

At the understanding level, students demonstrate comprehension of economic language and concepts. They may explain terms in their own words, summarize short texts, identify the main idea of an article, or paraphrase definitions. For example, students can read a short text about unemployment trends and explain its meaning in simple English.

At the applying level, learners begin to use knowledge in practical situations. In English classes, this may include writing emails, taking part in dialogues, interpreting graphs, or using newly learned vocabulary in case-based tasks.

For instance, students may receive a short market report and describe its findings orally or in writing. At this stage, language becomes functional. At the analyzing level, students examine relationships, compare concepts, identify causes and effects, and distinguish facts from opinions. In an English classroom, this may involve comparing two economic models, analyzing the structure of a business article, or discussing the reasons for changes in market behavior.

At the evaluating level, students make judgments and justify opinions. This is essential for future economists, managers, and business analysts. In English classes, evaluating may take the form of debates, critical discussion of economic decisions, or assessment of business strategies. For example, students may discuss whether a company's expansion plan is realistic.

At the creating level, students produce original content. This is the highest level of Bloom's Taxonomy and an important educational goal. In the context of teaching English to economic students, creating may include writing business plans, preparing presentations, designing surveys, producing reports, or developing solutions to economic problems. For example, students can work in groups to create a start-up proposal and present it in English.

Bloom's Taxonomy can be integrated into nearly all components of the English course for economic students. In vocabulary teaching, it allows movement from recognizing terms to using them in discussion and writing. In reading, it supports progression from identifying information to interpreting professional texts. In speaking, it helps design tasks that start with simple responses and develop toward presentations, negotiations, and debates. In writing, it guides students from sentence-level exercises to more complex professional genres.