

THE USE OF ECONOMIC TERMS IN FOREIGN LANGUAGE LESSONS

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Abstract: This article discusses the role of economic terms in foreign language lessons and the problems and opportunities of using them in a field-specific context. The integration of economic terms in the process of teaching a foreign language is considered an important tool for expanding students' professional vocabulary, connecting language knowledge with practice, and developing field-specific communicative competence. The article analyzes the methods of working with economic terms, interactive methods used in their teaching, and the advantages of language teaching based on an interdisciplinary approach. It also provides recommendations on the difficulties encountered in teaching economic terms and ways to overcome them. The results of the study serve to develop field-oriented teaching methods in foreign language lessons.

Keywords: interdisciplinary integration, industry-oriented training, communicative competence, language and profession connection, interactive methods.

Introduction: Today, the processes of global economic integration, the development of international trade, investments and financial markets make the study of foreign languages, especially English, an urgent issue in the field of economics and business. A foreign language is considered not only a means of communication, but also an integral part of professional activity. Therefore, in language learning, along with general lexical knowledge, the acquisition of special terminology related to the field is also of great importance.

Economic terms are widely used in international economic documents, contracts, reports, financial indicators and scientific research. If students and specialists do not have sufficient knowledge of economic terms when learning a foreign language, it becomes difficult for them to communicate effectively in professional activities, correctly understand and interpret documents. In this regard, a special approach is needed to the process of teaching economic terminology in foreign language classes.

Currently, foreign language teaching in many higher educational institutions and language centers is organized in a sector-oriented (ESP - English for Specific Purposes) form. It is in language courses focused on the economy that students' professional and communicative competence is developed by working with economic terms, using them in text, listening, speaking and writing exercises. At the same time, such features as their complexity, multiplicity, and context-dependent nature in teaching economic terms require additional methodological approaches in the teaching process.

This article analyzes the role of economic terms in foreign language lessons and the theoretical and practical aspects of their application in the field. The methodological foundations of effective teaching of economic terms, interactive and communicative approaches, as well as problems encountered in the learning process and ways to overcome them are considered. The results of the article are aimed at contributing to the improvement of the methodology of

teaching a foreign language in a manner adapted to the professional direction.

Main part: In today's era of globalization and the development of international economic relations, economic terms are gaining importance in foreign language learning. Teaching economic terms in foreign language lessons serves not only to develop linguistic skills, but also to prepare students for professional communication in the field. With the help of economic terms, language learners become familiar with the basic concepts, processes, and terms of the field and learn to use them in real communicative situations.

For example, terms such as “gross domestic product”, “inflation rate”, “market equilibrium”, “supply and demand” are found as basic concepts in economic English, and understanding these terms plays a key role in understanding economic texts, reading and writing economic analyses. Therefore, it is necessary to pay special attention to teaching economic terminology in foreign language lessons.

It is advisable to use the following methodological approaches to effectively teach economic terms:

When teaching the language as a means of practical communication, dialogues, discussions, and role-playing games are organized based on economic terms. For example, students participate in tasks such as “analyzing the market situation” and “presenting an economic report”.

By combining concepts in economics with lessons in English (or another foreign) language, students simultaneously gain knowledge in the language and the field. For example, classes are held on reading, understanding and interpreting economic articles or graphs.

Teach economic terms not in isolation, but by applying them to text and real-world situations. For example, practical learning of terms based on economic news, analytical articles.

By hearing, seeing, and discussing economic processes through videos, podcasts, and interactive platforms, students gain more contextual knowledge.

The following activities have been effective in teaching economic terms:

Lexical games and word combinations. For example, combining terms consisting of key words such as “economy”, “budget”, “investment” and writing sentences or short explanations.

Using the “case study” method. Students are given small situations on economic problems and are asked to discuss them in English (or another foreign language) and propose solutions.

Analysis based on infographics and diagrams. Studying and interpreting terms based on materials reflecting market graphs, exchange rate changes or financial indicators.

Role play. Using economic terms in real communicative situations through role-playing exercises such as “Investor and entrepreneur negotiation”, “presenting a financial report”.

According to the results of the analysis, problems arise in teaching economic terms due to the complexity and multi-meaning of terms, the lack of sufficient teaching materials and resources that explain terminology, and the limited availability of methodological guides for combining language and field knowledge. Due to the insufficient use of terms in real-life contexts, students cannot actively use them. The following recommendations are made to increase the effectiveness of teaching economic terms: Developing teaching materials in collaboration with field experts; Widely using multimodal and interactive resources; Teaching economic terms through their use in common contexts (news, reports, research); Developing students' professional communicative competence through organizing economic discussions and debates.

Conclusion: This study has confirmed that teaching economic terms in foreign language classes is one of the important factors in developing not only language knowledge, but also students' professional competencies. By teaching economic terminology, students are prepared to understand, interpret and apply international economic processes, financial documents, analytical reports and texts on the field. Thus, the language learning process is not limited to the formation of grammatical and general lexical skills, but also becomes a means of preparing for professional

activity. According to the results of the study, the following important aspects should be taken into account when teaching economic terms in foreign language classes:

1. Use of communicative and interactive methods. Classes aimed at applying economic terms in a real-life context, rather than just theoretical study, increase efficiency. Through role-playing games, discussions, "case study" methods, presentations, students will have the opportunity to actively apply their knowledge.
2. Ensure interdisciplinary integration. By integrating knowledge of economics, finance, and business into foreign language teaching, students develop their specialized vocabulary and professional text skills.
3. Use of multimodal resources. Hearing, seeing, and using economic terms in various forms through modern educational tools such as audio, video, infographics, and interactive platforms helps students strengthen their memorization and practical application skills.
4. Enrichment of methodological guides and resources. The availability of quality textbooks, guides, and educational materials designed to teach economic terms helps increase the effectiveness of the teaching process.

Based on this study, the following recommendations can be made for teaching economic terms in foreign language classes: Teaching economic terminology in a step-by-step and contextual manner; Involving students in reading and interpreting economic texts, exchanging ideas and participating in debates; Organizing the language teaching process in a sector-oriented and practice-oriented manner; Enriching the teaching process with new pedagogical technologies by improving the qualifications of teachers and enriching their methodological knowledge.

In conclusion, teaching economic terms in foreign language lessons serves not only to develop language competence, but also professional, communicative and critical thinking skills. This can be recognized as one of the important steps in preparing competitive personnel in the modern global economic environment.

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