

INNOVATIVE METHODS AND STRATEGIES OF TEACHING ENGLISH TO STUDENTS OF ECONOMIC DIRECTION

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Annotation: Economists are not an exception to the growing need for English as a worldwide language and the new demands placed on experts in a variety of disciplines of knowledge as a result of the social and economic changes that have occurred in our nation since the start of globalisation. Future economists' professional traits and practical abilities are greatly influenced by their study of the English language. Certain teaching techniques and strategies must be used while teaching English for financial gain. This article explores creative approaches to teaching English to students studying economics. Teachers must implement innovative teaching strategies that improve students' language skills and comprehension of economic topics as English plays a bigger role in international commerce and economics.

Keywords: English language teaching, innovative methods, economic education, project-based learning, technology integration, listening, reading, speaking, writing, grammar, English for Specific Purposes (ESP).

Introduction

In an era of globalization, proficiency in English is no longer just an advantage but a necessity for students pursuing careers in economics and business. After the advent of globalization process, the demand for English language as an international language continues to increase and expand throughout the world not only in countries where English serves as native language but also in other countries where it is used as second/foreign language. English serves as the lingua franca in international trade, finance, and academia, making it essential for students to master the language to excel in their respective fields. Traditional methods of English language instruction often fall short in equipping students with the skills they need to navigate the complexities of economic discussions and texts. By adopting contemporary pedagogical approaches, educators can enhance students' language skills while also deepening their understanding of economic concepts.

Literature review

The phrase "English for Specific Purposes" (ESP) first appeared in the 1960s as a result of growing awareness that general English courses often failed to satisfy the needs of both employers and students. In terms of grammar, lexis, register, study skills, discourse, and genre, it may be associated with or tailored for particular fields that focus on language suitable for particular tasks. Strevens [1, pp. 108–109] states that ESP comprises the delivery of English language instruction that is tailored to the specific needs of the learners in relation to themes and topics related to areas of study or designated occupations. It is selective (i.e.,

not general) in terms of language content where indicated and limited in terms of the language skills included.

Nonetheless, the literature has a wide variety of ESP classifications and branches. English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS) are the three disciplines of ESP according to Hutchinson & Waters [2]. The two branches of English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) comprise each of these domains. While the latter is taught when English is required at work, the former is taught when it is necessary for academic purposes.

The teacher has a variety of duties in English for Specific Purposes. According to Bojovic [3], a teacher must possess a great deal of flexibility, be open to listening to students, show interest in the discipline or professional activities that the students are engaged in, prepare students to communicate in a foreign language, and take some risks when teaching. Given the current rapid movement in education towards student-oriented or self-directed learning, teachers should be conversant in both new methodological methods and contemporary technology.

In an attempt to answer the question of why learners should learn English and how they should learn English, West used for the first time the term "analysis of needs" in India in the 1920s [4]. Dudley Evans and St. John claimed that needs analysis (NA) is not specific to language teaching, nor to ESP, but pointed out that "needs analysis is the corner stone of ESP and leads to a very focused course" [5, p. 122].

When learning economics in English, students may have a variety of motivations, personalities, and methods of interacting and working with others; they may also have varying aptitudes, skills, and abilities; they may be interested in different subjects; they may have different learning styles; they may have different prior learning experiences; and they may work and learn at different rates. Additionally, students are much more picky. Because of their practicality and life experience, they typically detest role-plays and made-up stories, for example. They say they would like to perform grammar exercises and drill, but they don't like these activities. As Daniela noted, another significant component of their study style is that they typically refrain from completing homework or any other extra assignments that could aid in the consolidation of economics language and structures [6].

However, they prefer to engage in spontaneous speaking and listening activities. An essential component of learning is motivation. Students work hard for reasons other than the immediate enjoyment of the task at hand, unlike young learners who can study for the sake of a good grade or other indirect rewards. Challenges and promotions at work, English literacy requirements, overseas assignments and trips, English-language workshops and conferences, welcoming foreign visitors, professional differentiation and specialisation, and e-communication are all examples of internal and external factors that support learners' motivations for learning.

Additionally, each student has unique motivations for taking an economics course and studying English. Knowing more about all those factors helps teachers educate more effectively.

In contrast to General English classes, experts like Ellis and Johnson (1994) recommend a few particular steps to take into account while creating an ESP course, including [7]:

- Needs analysis: what knowledge do students need to meet the demands of their future workplace?
- Assessment of level: using written tests, we can see what level of language students have at the beginning of the course.
- Syllabus: set courses, like the ones taught in colleges, should have fixed objectives and syllabus.
- Course objectives: should be defined in relation to the needs analysis findings; in the case of pre-experience learners they can be worded in terms of their course of study or in terms of required language improvement (command of structures, functions etc.)
- Time: in the case of college language training, time is limited so the course should be structured according to the duration (number of weeks, semesters etc.).
- Learner expectations: in the case of ESP, learners are likely to be more goal-orientated and to expect success.
- Evaluation of progress: written or oral examination, dependent on particular circumstances.

Results and discussion

Gaining proficiency in listening comprehension is one of the main objectives of learning a foreign language. It is necessary to practise lengthy and intensive listening through listening to real-world discourse in order to develop fluency and accuracy competencies. This can be accomplished by giving teachers useful resources, such as the language lab, which faculty members need to use. In addition to providing students with the chance to hear native speech, its use will help them with pronunciation and listening comprehension, two areas where they may be struggling. Additionally, teachers must be able to provide a positive learning environment based on exercises that give students more chances to communicate in English through group projects, pair projects, simulations or presentations.

Speaking, the students may be interviewed one-on-one or in pairs, and they may be asked open-ended questions about what they would like to work on in future classes or shown the course book or lecture materials and asked to discuss and choose the best ones. At the conclusion of the lessons, teachers may also gather oral feedback regarding the course. The teacher assigns tasks to the kids in class based on observation. He or she will be able to watch them while they work, communicate, and use the language. The teacher will be able to identify the language or skill issues of the kids and learn more about their needs.

It may also be difficult to read an English-language economics text. Since they believe they don't know all the words and constantly need the dictionary, many pupils quickly give up on it. They typically categorise reading as a tedious and time-consuming activity. Teachers may find the following advice helpful in helping their students enjoy this activity: determine the purpose of the text's reading for the students; locate a suitable location for reading; Examine the text to determine its length and whether a table of contents or conclusion is included; Look up any unknown terms in a reliable internet dictionary; Examine the headings and diagrams. Try to sum up each paragraph's primary idea while reading, and if there aren't any subheadings, develop your own. As you read, take some bullet point notes, and if a chapter has a conclusion, read it first.

According to Haicha-Abdat, economics students should be given the chance to read a variety of text structures, such as narrative, expository, descriptive, contrastive, and so on [8]. These texts should be engaging for struggling readers and should be at the instructional or low frustration level of the learners. Additionally, they should include some highlighted key vocabulary, headings, clues, and other supporting details that enhance the text in order to aid in comprehension and help the learners anticipate what they will read.

The goal of academic writing instruction is to get students ready for academic writing assignments. These assignments range widely, from composing exam short answers to writing theses and dissertations. Naturally, proper syntax, punctuation, and language usage are crucial elements of an EAP writing course. In academic writing, summarising and paraphrasing are crucial components. Writing summaries is similar to reading in that academic reading frequently entails taking or creating notes about what has been read. In contrast, paraphrasing is presenting another person's viewpoint using one's own language, style, and structures. The goal of this somewhat challenging but crucial ability is to teach children how to incorporate thoughts and opinions from other sources. Students may be assessed through writing, speaking or observing.

Students may be required to send a letter or email to the teacher, complete a questionnaire (about their work, interests, prior coursework, etc.), take a language exam, or compose a paragraph on a topic the teacher has chosen. Before beginning any of these exercises, the instructor should explain to the class the primary procedures for writing in English: Write a brief outline, a paragraph that introduces the topic, a topic statement for each paragraph, a conclusion, and supporting details for the topic sentence.

The distinction between technical and semi-technical language is crucial when it comes to vocabulary. Semi-technical vocabulary is the term used to describe the first group. Although it is used in everyday English, scientific and technical descriptions are where it is most frequently seen. However, the second group is known as technical vocabulary, and its meaning varies according to the field in which it is employed. The idea that interactive education can be a suitable mechanism for students' vocabulary development has been proposed because of the difficulty of finding an efficient way to teach pupils economic words.

The ESP (economics) specialised materials are available on the Internet or on CD-ROM. These include a variety of economic atlases, encyclopaedias, textbooks, and programs that should be examined for both economic content and economic terminology. In order to

stimulate, renew, and strengthen the vocabulary that economics students need, English teachers should assign research papers such as case studies, scientific articles, summaries, and book presentations. Since students are compelled to use specialised dictionaries or encyclopaedias, translating into and out of English turns out to be a creative endeavour.

Generally speaking, students need to be presented lists of journals in English, newspapers, magazines, as well as dictionaries and encyclopedias available on the Internet, to be accustomed to use search engines Google, Yahoo, Alta Vista- so as to be able to permanently get in touch with the needed specialized information as well as with English language.

Grammar instruction in ESP/EAP must go beyond sentence-level drills. With the assistance of their teachers, students must understand which grammatical forms to use in which situations. Grammar instruction can be incorporated into the curriculum directly in the classroom or linked to the particular language usage. For example, the study of economics requires a mastery of concepts such as quantity and cause and effect.

Project-based learning is an instructional approach that engages students in complex, real-world projects. In the context of teaching English to economics students, PBL can be used to integrate language skills with subject-specific knowledge. Students could work on projects that simulate real economic problems, such as analyzing market trends or developing marketing strategies for hypothetical companies. This allows them to use English in context while practicing relevant vocabulary and concepts.

Incorporating technology into English language teaching can enhance the learning experience and provide students with access to rich resources. Tools like Moodle or Google Classroom allow for the creation of interactive course content that students can engage with at their own pace. This enables educators to provide more personalized learning experiences tailored to students' individual needs. Using videos, podcasts, and online articles relevant to economic topics can help students improve their listening and reading skills. For example, watching TED Talks on economic theories or listening to podcasts about current economic events enhances both language proficiency and subject knowledge. Applications such as Duolingo or Memrise can assist students in building their vocabulary and language skills outside the classroom. These apps can be customized to focus on economic terminology.

Communicative language teaching emphasizes interaction as the primary means of language learning. This approach is particularly effective for economics students, as it prepares them for real-life communication in professional settings.

Conclusion

In conclusion, it is the responsibility of English language instructors to make methodological choices regarding the objectives of the course, the methods of instruction, the kinds of activities, and the ways of evaluation. Even though there are a variety of teaching approaches available, many language instructors nowadays are eclectic, meaning they don't stick to just one. Through the years, they create their own technique based on their own pick of the most relevant and greatest things they have learnt. Pupils have more possibilities for fulfilling expectations when they approach the learning process using a variety of ways. Students who

are more aware of the many learning styles develop a variety of viewpoints that aid in their understanding of others and prepare them to work within their learning community.

The goal of each student's English-language economics education is different. Since teachers cannot effectively meet a student's individual needs unless they are completely clear about what those needs are, a needs analysis is a crucial first step in teaching children. An effective English language course for economics students is one that is learner-centred, authentic, and helps to meet their learning objectives and needs in order to give them a comprehensive educational experience that will support them after they practise and apply what they have learnt in their chosen fields of work.

The emphasis on real-world application, collaboration, and communication prepares students not only for their academic studies but also for their future careers in diverse economic fields. As the demand for English proficiency continues to grow in the realm of economics, adopting these innovative teaching strategies will help students meet the linguistic and professional challenges of the global economy.

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