

TEACHING SPECIFIC TERMS IN ENGLISH CLASSES FOR ECONOMISTS

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ABSTRACT

This article discusses teaching English for specific purposes (ESP) in higher education institutions. Moreover, it focuses on the English classes for economic students based on specific terminology. Suggestions will be given for organizing practical lessons using pedagogical technologies for future economists.

Keywords: English for specific purposes (ESP), practical lessons, to conduct lessons, specific terms, philological, economics, professional, planning, language, knowledge.

INTRODUCTION

Nowadays teaching and learning English for specific purposes (ESP) has become more crucial than ever before. To meet the requirements of employers in the global market students need to learn the English language profoundly.

Economics is the language of decision-making, and English classes for economics are your passport to influencing global economic landscapes. By mastering the English language, you not only deepen your understanding of economic principles but also amplify your ability to share insights, engage in collaborative research, and drive impactful policy decisions. From analyzing market trends to shaping economic policies, your English proficiency becomes your gateway to navigating the complexities of the global economy. Enroll in English classes led by tutors with a background in economics and let language be your tool to unlock economic success and impact on a global scale. [1] That's why it is vital to teach specific vocabulary in practical lessons and encourage students to adopt an authentic sphere beforehand.

MATERIALS AND METHODS

There are many scientific researches and views about teaching economic English all over the world. Some scientists dealt with problems and solutions in this field. Mardanshina Rimma and Zhuravleva Evgenia, teachers at Kazan Federal University, emphasize the binary nature of the categories of continuity and linking because the latter allows the pairing mechanism of succession of educational programs. For instance, at the Institute of Economics and Finance (IEF) main professional programs leading to a Bachelor's Degree in Economics provide a short three-term course in foreign language. As practice shows the successful transition to an additional philological program "Translation for Professional Communication" may be carried out if the Intensification Method of Individual and Collective Capabilities is used. While organizing effective short-term foreign language training, aimed at the development of all types of speech activity and orienting students towards additional philological education within non-linguistic higher educational institutions this Method enacts the linking mechanism, junction of main professional programs and complementary ones. [2] According to Kitaigorodskaya G.A., the Intensification Method based on the concept of intensive learning

considers the mastery of foreign language oral and written communication from socio-psychological positions. Communication in the target language permeates the learning process, being the objective of the training, the primary means, and the condition of achieving it. Therefore, intensive learning may be defined as specially organized instructional communication in which rapid assimilation of the material (mastery of the subject), and personal development take place. [3] Because of is a comprehensive matter, teaching economic students specific English is also deeply analyzed by Sufiyandi, the teacher at the University Muara Bungo. He mentions that English is the major subject that has been greatly discussed accordingly regardless of higher education. Universities and colleges offer the subject in the role of requirement for students whose programs are other than English. The subjects offered to students are varied based on the fields of study such as business and economy, science and technology, and social science. The subject that provides knowledge and practice in English skills specifically required by learners in a definite academic context is called English for Specific Purpose (ESP). ESP is a branch of English Language Teaching (ELT) that mostly focuses on the learners' reason to study. [4] Day and Krzanowski state that the purpose of ESP is always a professional one. The students who are prepared to be professionals should have the ability in English. They may be involved in marketing, banking, programming, etc. which demands the ability of English because global business, economy, science, and technology mostly use English as the means of international communication. [5] Furthermore, researchers like Hutchinson and Waters (1987), Schickedanz (1983), Nunan (1995), Henson and Eller (1999), Fehrenbacher and Minler (2004), Hay (2000) and Gay (2003) investigated the subject matter of ESP in the teaching process. According to Schickedanz, et al (1983), "Planning is of little use if an effort is not made to organize time and other resources necessary to implement the plans. Planning must reflect the evaluation of the experience resulting from previous planning." Good planning and organizing free a teacher to teach and students to learn. [6]

RESULTS AND DISCUSSION

Economics is a field with specific terminology of its own. Understanding essential economic vocabulary is essential for non-native English speakers studying economics to succeed academically and professionally. For deep learning and application, nevertheless, term definitions alone are frequently insufficient. Economics students taking English courses are recommended to use focused methods to learn technical vocabulary. In this regard, the English subject designed for the students should be more effective. Several stages need to be taken into account following the concept of ESP. Hutchinson and Waters suggest "needs analysis, objective, material selection, learning activities, and evaluation." The first step is needs analysis. It is the stage where the course developer identifies what specific language skills should be involved in the course contents. Needs analysis can be done through observation, questionnaire, or interview not only with the learners, but also with lecturers, stakeholders, and users. As a result, it also can be used to evaluate the learners' outcome and learning process after finishing the course. The second one, based on the needs analysis, determination of course goals can be undertaken. This phase can refer to the student's current performance and their purpose to achieve. The next is the selection of teaching material. One of the

important roles of material is that it can motivate students to learn. To reach the goal, the material should be selected thoroughly. The other phase is the determination of learning activities. It includes various activities applied in the classroom process so that the learners feel engaged. The learning activities should free the lecturer to teach and the learners to learn. The last stage is the evaluation process. In this case, the evaluation can be viewed in two ways: the evaluation that relates to students' progress or achievement and the evaluation that concerns the program itself. [7] As we teach non-philological students at the Karshi Engineering- Economics Institute (KIEI) we also use the above-mentioned steps in our lessons. Most lessons in KIEI are organized beginning with an objective and ending with an evaluation. The first step needs analysis is mostly used as a questionnaire outside the classes. Mardanshina and Zhuravleva state that the Three-year program "Translation for Professional Communication" represents an extensive course of additional education at non-linguistic HEI. As an integrated linguistic program, it is professionally oriented and serves the needs of those studying Economics and those working in the sphere of economy, business, and finance. Mastering the program is aimed at the formation of translation competence. It is defined as the ability to extract information from a text in one language and transmit it by creating a text in another language. The basic prerequisite of translation competence development is a sufficient level of knowledge of a foreign language. Afterward, bilingual competence (i.e. high proficiency in native and foreign languages) and professional competence become the cornerstones of translation mastery. [2] According to their research, the philological profile of the complementary program at HEI training economists is determined by the interplay of the following factors:

Firstly, it is quantitative and qualitative growth of foreign language knowledge. It becomes possible due to an increase in the number of study hours and the modification of the core content of the Practical Course of English. According to the program curriculum, about a third of the total number of study hours is devoted to English, which is taught during study. It envisages the improvement of phonetic, grammatical, and lexical skills and the formation of cross-cultural and communicative competencies. The content of the discipline reflects both general topics of business communication and professionally significant topics relevant to students' specialties (Financial Management, Marketing, Accounting, Banking, etc.). English Speaking Country Study equips students with specific knowledge, skills, and attitudes that strengthen students' cross-cultural competence.

Secondly, this program enables me to acquire scientific knowledge and form skills and attitudes related to the field of philology as a special sphere of human activity. The first training stage includes the study of such philological disciplines as Fundamentals of Linguistics, Theoretical Grammar, English Lexicology, English Stylistics, Russian Stylistics, and Culture of Speech. Theory and practice of translation activity for general and professional communication constitute the content of the next training phase. [2]

Currently, I teach second-year students in a double-degree program at KIEI-BNTU. I conduct the lessons using a specific book by Mark Roberts "English for Economics". There are economic texts, news articles, and reports in this book that help students learn both language and content simultaneously. In addition to reading and writing the given information, we also

practice summarizing, paraphrasing, and discussing skills to communicate economic ideas. In this regard role plays, and debates give application to using English in professional contexts. It is also essential to follow some strategies to teach specific terms to students in the economics faculty. For instance, putting terms in a thematic order is one strategy. To sort similar ideas under more general subjects such as finance, international commerce, macroeconomics, and microeconomics is an efficient way. In this regard, students are better able to draw links between new terminology and prior subject knowledge because of this contextual grouping. We introduce three to five new terms per theme to the class and give them several opportunities to be exposed through activities. Additionally, we distribute some handouts related to the theme. It is also helpful to consolidate the acquired knowledge.

CONCLUSION

To conclude, it is evident that teaching English to non-philological students is not an easy matter. The above research suggests that the most effective method is one that is skill-based, integrated, and combines language, subject, and real-world application using a variety of pedagogical techniques. The approach must be modified in light of the student profiles and the learning setting. Furthermore, English lessons can effectively provide economics students with the specialized terminology they need to excel in their academic and professional endeavors if they provide them with concentrated, varied, and frequent practice. According to educational studies, a hands-on, multimodal, thematic approach inside an authentic disciplinary environment appears to be the most promising. Following these methods and techniques can help teachers conduct the lessons more effectively than ever before.

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