



THE SIGNIFICANCE OF TEACHING ENGLISH TO THE STUDENTS OF ECONOMICS

Juraeva Zarinakhon Bakhodir kizi

English language teacher at Interfaculty

department of the English Language, Faculty of Philology,
National University of Uzbekistan named after Mirzo Ulugbek

Email: zjuraeva424@gmail.com

Abstract: The article discusses various features of the process of teaching English to first course-students of Economics major. It shows the role of foreign language skills in the context of globalization and internationalization of economic relations and substantiates the importance of quality of English language proficiency not only in terms of the needs of the students, but also from the standpoint of improving the corporate culture of the organization, where economist will work in the future.

Key words: English, teaching languages, methods, economics, students

Аннотация: В статье рассматриваются различные особенности процесса преподавания английского языка студентам-экономистам первого курса. Показывается роль знания иностранного языка в условиях глобализации и интернационализации экономических связей, и обосновывается значимость качественного владения английском языком не только с точки зрения потребностей студента-экономиста, но и с позиции улучшения корпоративной культуры организации, в которой в будущем будет трудиться экономист.

Ключевые слова: Английский язык; преподавание; экономический; студенты; преподавание; курс.

Annotatsiya: Ushbu maqolada Iqtisodiyot fakultetining birinchi kurs talabalari uchun ingliz tilini o'qitish jarayonining muhimligi va uning turli xil xususiyatlari muhokama qilinadi. Iqtisodiy munosabatlarning globallashuvi va xalqarolashuvi sharoitida chet tilini bilishning muhim rolini ko'rsatadi va ingliz tilini bilish talabaning nafaqat dars mashg'ulotlaridagi ravon gapira olishini balki kelajakda iqtisodchi ishlaydigan tashkilotdagi korporativ faoliyatini yaxshilashi nuqtayi nazaridan ham xulosalar berilgan.

Kalit so'zlar: Ingliz tilini o'qitish, iqtisodiyot, talabalar, ingliz tilini o'qitishning metodlari

Introduction: The new millennium has become an era of fundamental changes in almost all areas of life – from economics and international politics to technology, science and human psychology. That is why today, in the context of increasing globalization of international business and economics, knowing of English, being a means of communication between people becomes vitally important necessity. Teaching English, which adapted to non-philological experts has been improved by world linguists for almost a century. Dudley Evans, St. John, T. Hutchinson, A. Waters, and P. Stevens are considered as Linguists who are the founders of this direction. Hutchinson and Waters state, "English language is now out of the scope of the profession of language teachers and representatives of other fields adapting to their wants,

needs and requirements".¹ However, formation and strengthening of language skills of students based on their future professional needs is considered as the task of the teacher.

Literature review: Linguists and methodologists around the world in terms of their approach of the best way to teach English for special purposes conducted many discussions, methodical studies. According to Hutchinson and Waters, "A concrete methodology of teaching English for special purposes (ESP) does not exist, because the goal of this branch of linguistics is not the features, but the teaching of the language itself".² For this reason, ESP programs and methods, which based on the professional needs of the student, are formed. However, it is possible to use the "direct method" or natural method, which arose as a response to the grammatical translation method in ESP training.

This method is expressed as the most "natural" approach that brings the learner into the target language environment. Learners who study English as the first primary language understand words and phrases in their entirety according to their meaning.

According to the representatives of the ESP field, the teacher in the lesson preoccupation with grammar or pronunciation rules is the biggest mistake. However, it is impossible and practical to speak a foreign language without grammatical errors and it must be taken into account in training. The ESP program is ought to be created in accordance with the goals of students requirements of future employers.

In class, it is appropriate that students listen to conversations of foreign language speakers in the form of audio exercises and do the task of reciting the understood content instead of writing words and translations in their native language in notebooks. It can be said that John Taylor and Stephen Petler's comprehensive book "Career path: Accounting"³ which created in ESP teaching to be one of the successful literatures.

Accountant 1: Dan, could you look at this for me?

Accountant 2: Sure, what is it?

Accountant 1: Well, I checked these numbers twice, but they still seem wrong.

Accountant 2: Let's see.... Three thousand five hundred over seven hundred is five.

Accountant 1: Right. And then I multiplied each entry by five.

Accountant 2: Oh, I see the problem. You weren't supposed to divide thirty - five hundred by seven hundred.

Accountant 1: Are you sure?

Accountant 2: Yes, you need to multiply them.

Highlighted sentences in the dialogue are considered as key words of professional speech. After listening to the conversation, it is expected the students uses key words to reformulate the content in his speech. it is possible to improve speech skills viewing the dialog using this method, not blind memorization.

Analysis and results: Thus, the economy can be roughly represented as a huge tree, large crowns and branches of which formed many economic schools and directions. It follows from this that the process of teaching a foreign language to first-year economists, who are destined

¹ Johns, A., & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25

² Hutchinson, T., & Waters, A. English for specific purposes: A learning-centered approach. Cambridge, England: Cambridge University Press. 1987

³ John Taylor, Stephen Peltier, *Career Path: Accounting*. Express Publishing 2013

to become economists, financiers, managers, is a multifaceted and complex process consisting of many levels and sublevels.

It should also be noted that when teaching business English you need pay close attention to not only developing the skills of novice economists' language, but also instilling skills in intercultural dialogue and business communication. Thanks to knowledge of the characteristics of different cultures and business etiquette, you can avoid common personal and intercultural clashes, while building effective and mutually beneficial business dialogue. Knowing Business English will also help with this.

Obviously, one of the first teaching factors of English is a high-quality command of a foreign language. Other key components of the training process for business negotiations are:

- introducing students to a grammatical base that will serve as the foundation for future use of English;
- systematic increase in vocabulary, taking into account the specifics of those areas of economics in which future economists will use English language;
- training with the ability not only to listen, but also to hear, as from high-quality deciphering the sounds of spoken business English depends on the construction dialogue;
- improving the quality of pronunciation to a level that allows the student understand interlocutor speaking general English;
- development in students of the ability to speak fluently when answering questions, conducting presentations and meetings, etc.

Therefore, we can say that when teaching English to first-year economists, special attention should be paid to the development of business communication skills and instilling good language skills while taking into account intercultural knowledge. The totality of these factors will significantly facilitate the process of training quality specialists in the economy.

To achieve these goals, you can use a number of methods that are given below:

- study of authentic samples of business correspondence. These are orders and inquiries, press releases, questionnaires, etc.
- organization of business games simulating the presentation of a product, company or brand.
- active mastery of communication skills using audio and video materials, as well as regular meetings with native English speakers.
- mastering public speaking skills by participating in student events economics conferences, conversation clubs, etc.

It is also necessary to actively use the latest textbooks and manuals on business English, economics and related disciplines. This is Olivier Blanchard "Macroeconomics", Burda and Wyplosz "Macroeconomics", "The Economist", "Bloomberg", "The Wall-Street Journal", "Financial Times" and etc.

Using the methods and approaches given in the article, it becomes possible to help first-year economists develop a reliable foundation in learning the English language, increase competence and develop skills of independent language learning in the future.

Conclusion: English is important for the implementation of business, science and technology around the world. On order to teach English effectively to the students of Economics, teachers should use a number of efficient methods and approaches during the lesson. When they are able to nurture qualified specialists who have firm knowledge of their own field but also



language, namely English, the education system would answer one of the significant question that put forward. English has spread worldwide to the countries in the five continents. One of the reasons is economy. People need to acquire English since it is one way to cope with the communication in economy trend. English is needed to process information, evaluate, analyze, experiment, negotiate and collaborate in economy.

References

1. Аванесян, Ж.Г. Английский язык для экономистов: Учебное пособие для студентов экономических специальностей / Ж.Г. Аванесян; Редактор Л.Н. Волкова. - М.: Омега-Л, 2016
2. Hutchinson, T., & Waters, A. English for specific purposes: A learning-centered approach. Cambridge, England: Cambridge University Press. 1987
3. Muhammad Ali Chalikandy, Muayyan maqsadda ingliz tilini o'rgatishning keng qamrovli usuli. Arab World English Journal, AWEJ Volume.4 Number.4, 2013
4. Johns, A., & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. TESOL Quarterly, 25
5. Алонцева, Н.В. Английский язык для направления "Менеджмент" = English for Managers: Учебник для студентов учреждений высшего профессионального образования / Н.В. Алонцева, Ю.А. Ермошин. - М.: ИЦ Академия, 2018.
6. John Taylor, Stephen Peltier, Career Path: Accounting. Express Publishing 2013