

THE IMPORTANCE OF USING NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE FOR STUDENTS THE FACULTY OF ECONOMICS

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Annotation. This article is about the use of pedagogical technologies in teaching English for students of the Faculty of Economics. The main goal we have set ourselves by using modern technology in learning a foreign language is to show how technology can be used effectively to improve the quality of foreign language teaching to students and shape and develop their communication culture and practical knowledge in mastering a foreign language.

Key words: finance, accounting, marketing, international trade, clients, economic concepts.

ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ ЭКОНОМИЧЕСКОГО ФАКУЛЬТЕТА

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Аннотация. Данная статья посвящена использованию педагогических технологий при обучении английскому языку студентов экономического факультета. Основная цель, которую мы перед собой поставили, используя современные технологии в изучении иностранного языка, — показать, как можно эффективно использовать технологии для повышения качества преподавания иностранного языка. формировать и развивать у студентов культуру общения и практические знания в области владения иностранным языком.

Ключевые слова: финансы, бухгалтерский учет, маркетинг, международная торговля, клиенты, экономические концепции.

Introduction. Teaching a foreign language to students of the faculty of economics can be a valuable and rewarding experience. Here are some tips on how to effectively teach a foreign language to these students:

1. **Understand their needs:** Students of the faculty of economics may require language skills related to their specific field. For example, they may need to focus on business vocabulary, economic terms, and specific language skills required for international communication. Tailor your lessons accordingly to address these needs.

Understanding the specific language needs of students in the faculty of economics is essential for designing effective language teaching strategies. Here are some key considerations:

➤ **Industry-specific Vocabulary:** Students in economics may require specialized vocabulary related to finance, accounting, marketing, and international trade. Language instructors should prioritize teaching terminology and concepts relevant to their field of study to ensure students can communicate effectively in professional settings.

➤ **Business Communication Skills:** Students of economics often need to develop strong business communication skills, including writing professional emails, reports, and presentations. Language courses can incorporate activities that simulate real-world business scenarios to help students practice these skills in a supportive environment.

➤ **Cross-cultural Communication:** With globalization, economists often work in multicultural environments and interact with colleagues, clients, and stakeholders from diverse backgrounds. Language instruction should address cross-cultural communication norms and etiquette to prepare students for international business interactions [2, 22].

➤ **Reading and Analyzing Academic Texts:** Economics students must be able to comprehend and analyze complex academic texts, research papers, and economic reports written in the target language. Language courses can include reading comprehension exercises and discussions on economic theories and current issues to improve students' academic literacy.

➤ **Language for Specific Purposes (LSP):** LSP focuses on teaching language skills tailored to students' professional or academic needs. Language courses for economics students should be designed with a focus on practical language use in their future careers, whether it be in finance, consulting, research, or international business.

➤ **Authentic Materials and Case Studies:** Incorporating authentic materials, such as financial reports, business articles, and case studies, can provide students with valuable insights into real-world economic contexts and terminology. Analyzing authentic materials helps students bridge the gap between language learning and their future professional endeavors.

➤ **Internship and Job Preparation:** Language programs can offer internship opportunities or job preparation workshops to help economics students apply their language skills in real-world settings and prepare for future career opportunities requiring language proficiency.

We believe that teaching foreign languages in higher education today should be aimed at mastering all its main functions from the point of view of improving scientific and educational knowledge. In particular: educational (knowledge of the world, language, self-awareness), regulatory (interaction with people), value-oriented (expression of opinion, evaluation, expressed the development of views and beliefs emotional-evaluative), as well as ethical tasks (the ability to establish a verbal relationship with other people, the ability to maintain it) [8, 135].

By understanding the specific language needs of students in the faculty of economics and tailoring language instruction accordingly, educators can better

equip them with the linguistic and communication skills necessary for success in their academic and professional pursuits.

2. Use real-life examples: Incorporating relevant and practical examples from the world of economics into your language lessons. This could include case studies, business news articles, or examples from international business transactions. Connecting language learning to their field of study will increase student engagement and motivation.

Incorporating relevant and practical examples from the world of economics into language lessons can enhance students' understanding of both language concepts and economic principles. Here are some ways to integrate real-life examples into language instruction:

➤ News Analysis: Begin language lessons by discussing current economic news articles from reputable sources. Analyze the language used in the articles while also discussing the economic concepts and events they describe. This approach not only improves language comprehension but also enhances students' awareness of global economic issues.

➤ Case Studies: Integrate case studies from business and economics into language lessons. Students can read and discuss cases related to market trends, business strategies, economic policies, and international trade. Encourage students to analyze the language used in the cases and discuss the economic implications of different scenarios.

➤ Role-Playing Activities: Organize role-playing activities based on economic situations, such as negotiating a trade agreement, managing a budget, or presenting a business proposal. Assign roles to students and have them communicate using appropriate language and economic terminology. This hands-on approach helps students apply language skills in realistic contexts.

➤ Business Simulations: Use business simulations or economic games to engage students in interactive learning experiences. Simulations can simulate real-world economic scenarios, such as managing a company, investing in the stock

market, or participating in a global trade simulation. Students can communicate with each other in the target language while making decisions and solving problems.

➤ **Economic Debates:** Organize debates on controversial economic issues, such as globalization, income inequality, or environmental sustainability. Divide students into teams and have them argue different perspectives using persuasive language and evidence-based arguments. Debates promote critical thinking, language fluency, and understanding of economic concepts [5, 25].

By incorporating real-life examples from the world of economics into language lessons, educators can make language instruction more engaging, relevant, and effective. These examples not only improve language proficiency but also deepen students' understanding of economic concepts and their applications in the real world.

Conclusion. In my conclusion, by integrating discussions of cultural practices, etiquette, and business customs into language lessons, educators can prepare economics students to communicate and collaborate effectively in global business environments. These discussions not only enhance students' cultural competence but also contribute to their overall success as professionals in the economics field.

We remember to adapt our teaching methods to meet the specific needs and learning styles of the students in the faculty of economics. With an understanding of their requirements and effective instructional strategies, we can help them develop language skills that will benefit their future professional endeavors.

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