INNOVATIVE APPROACHES TO DEVELOPING STUDENTS' PRACTICAL SKILLS THROUGH ECONOMIC TERMINOLOGY IN ESP CLASSES

Djamalutdinova Barno Ramizitdinovna
Senior Lecturer, Department of Foreign Languages International Nordic University
E-mail: djamalutdinovabarno@gmail.com
ORCID: https://orcid.org/0009-0004-1141-9867
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Annotation: This thesis examines the theoretical and methodological foundations of developing students' practical skills through the use of economic terminology in English for specific purposes classes. The globalisation of contemporary economic relations, the expansion of international trade, and the increasing intensity of economic information exchange have created a growing need for students specialising in economics to acquire a thorough command of English economic terminology.

Keywords: practical skills, professional communicative competence, contextualised learning, authentic materials,innovative pedagogical technologies.

Introduction. The deepening of integration processes in the global economy, the development of international trade relations, the expansion of foreign investment flows, and the emergence of the digital economy require contemporary specialists not only to possess substantial professional knowledge but also to demonstrate the ability to operate effectively in international communicative environments. In particular, the growing importance of English in international economic relations, finance, banking, marketing, management, and entrepreneurship has made the improvement of professional language training one of the pressing priorities of higher education in economics-related disciplines.

For students specialising in economics, English proficiency cannot be limited to mastering general grammatical rules or participating in everyday conversations. Their professional preparedness is directly associated with the ability to understand academic and practical texts on economic subjects, interpret financial reports, analyse economic indicators, participate in business negotiations, prepare written proposals, and express professional opinions in English with appropriate justification. Economic terminology serves as an essential linguistic and professional instrument in performing these activities.

However, in educational practice, the teaching of economic terminology is sometimes confined to providing translations, lexical explanations, and descriptions of grammatical features. As a result, although students may understand the meanings of terms such as investment, revenue, expenditure, profit, and inflation, they may experience difficulties when attempting to use them independently to analyse specific economic situations or participate in professional communication. This situation indicates a certain gap between terminological knowledge and practical communicative performance.

This perspective also has considerable methodological significance for teaching English to economics students. The language resources required in the professional activities of economists differ substantially from those used in everyday communication. Economic specialists employ specialised terminology associated with describing economic processes, interpreting financial indicators, analysing market conditions, and conducting business relations. Consequently, the selection of instructional materials should take these professional activities into account.

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In their book Developments in English for Specific Purposes: A Multi-Disciplinary Approach, Tony Dudley-Evans and Maggie Jo St John examine the development of professional language education in relation to interdisciplinary approaches, genre analysis, and the linguistic characteristics of authentic professional texts. The authors particularly emphasise the development of Business English and the importance of analysing written and spoken professional discourse. These ideas demonstrate the value of incorporating business correspondence, financial reports, economic analyses, and negotiation discourse into the teaching of economic terminology.

The methodological framework of this study is based on the principles of professionally oriented education, the communicative approach, activity-based learning, contextual learning, and interdisciplinary integration. These approaches make it possible to consider the acquisition of economic terminology not merely as the development of linguistic knowledge but as an integrated pedagogical process directly related to preparing students for professional activities. The study employed the analysis of scholarly literature, comparative analysis, theoretical generalisation, and the systematisation of methodological approaches. In particular, theoretical perspectives on identifying professional needs, contextual characteristics of teaching economic terminology, and the didactic potential of contemporary pedagogical methods were examined comparatively.

The central methodological position of the study is that the acquisition of economic terminology should be based on the interrelationship between understanding the meanings of terms, interpreting them in context, using them in professional discourse, and applying them to the analysis of authentic economic situations. Therefore, it is important to develop students' reading, listening, writing, and speaking skills through professionally oriented tasks in an integrated manner.

The effective integration of economic terminology into English for Specific Purposes instruction primarily requires an accurate understanding of the semantic and functional characteristics of economic terms. Unlike ordinary lexical items, economic terms represent particular economic concepts, processes, or relationships. Their meanings are often revealed through their connections with other terms and their use in specific professional situations. For example, expressions such as economic growth, market demand, financial stability, and foreign investment should be taught as integrated economic concepts rather than as isolated combinations of words.

CONCLUSION

The use of economic terminology in English for Specific Purposes classes is one of the important factors in developing students' professional communicative competence and preparing them to work with economic information and communicate effectively in international professional environments. The analysis of the scholarly sources examined in this study demonstrates that the effectiveness of professional language education primarily depends on considering students' needs, adapting instructional materials to the content of their specialisations, and integrating linguistic knowledge with authentic practical activities.

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