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THE ROLE OF INFORMATION TECHNOLOGIES IN TEACHING ENGLISH TO ECONOMICS STUDENTS

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Abstract. This article examines the role of information technologies in teaching English to students majoring in economics. It highlights the importance of integrating digital educational platforms, multimedia resources, interactive applications, and artificial intelligence tools into the foreign language learning process. Particular attention is paid to the development of students' professional vocabulary, communicative competence, independent learning skills, and ability to use English in economic and business contexts. The article also discusses the pedagogical advantages and challenges of technology-enhanced language instruction and provides recommendations for its effective implementation in higher education institutions.

Keywords: information technologies, English language teaching, economics students, digital education, interactive learning, professional communication, ICT, digital platforms, language competence, higher education.

INTRODUCTION

In the context of globalization and the rapid development of international economic relations, English has become an essential means of professional communication. Specialists in economics, finance, banking, management, marketing, and international business increasingly need foreign language proficiency to participate in international projects, communicate with foreign partners, analyze economic information, and access international scientific resources.

Therefore, teaching English to students majoring in economics should not be limited to mastering general grammatical structures and everyday vocabulary. It should also focus on developing professional communication skills and the ability to use economic terminology in practical situations.

The development of information and communication technologies has created new opportunities for improving foreign language education. Digital platforms, online dictionaries, electronic textbooks, educational applications, video lectures, and interactive exercises make the learning process more accessible, flexible, and student-centered.

The integration of information technologies into English language teaching makes it possible to combine theoretical knowledge with practical language activities and create an educational environment that reflects the professional needs of future economists.

Information technologies play an important role in modern foreign language education because they provide students with opportunities to develop language skills through different digital formats.

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Traditional teaching methods can be supplemented with interactive exercises, audio materials, educational videos, online discussions, and virtual communication.

One of the main advantages of using digital technologies is the possibility of individualizing the learning process. Students can complete assignments according to their language proficiency levels, repeat difficult topics, and monitor their own progress.

For economics students, digital learning resources are particularly useful because they provide access to authentic professional materials, including economic news, financial reports, business presentations, international market analyses, and specialized terminology.

The use of information technologies contributes to the development of four basic language skills:

- **Reading:** Students analyze economic articles, financial reports, business documents, and professional publications in English.
- **Listening:** Video lectures, podcasts, interviews, and business news help students improve their listening comprehension.
- **Speaking:** Online discussions, virtual meetings, presentations, and role-playing activities develop oral communication skills.
- **Writing:** Digital assignments involving business letters, reports, applications, and economic summaries improve professional writing skills.

Thus, information technologies create conditions for developing both general English proficiency and professionally oriented language competence.

Various digital platforms can be used to organize effective English language instruction in economics education.

1. Moodle and Google Classroom

These platforms provide opportunities to organize educational materials, distribute assignments, conduct online tests, and monitor students' academic progress. Teachers can upload economic texts, video materials, grammar exercises, and professional vocabulary tasks. Students can complete assignments independently and receive feedback.

2. Quizlet

Quizlet is an effective digital tool for learning and consolidating professional vocabulary. Economics students can use it to memorize terms such as inflation, investment, taxation, revenue, expenditure, profit, demand, supply, and gross domestic product. Flashcards, matching activities, and interactive tests make vocabulary learning more engaging.

3. YouTube and TED Talks

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Educational videos and professional presentations provide authentic examples of English communication. Students can watch videos on international trade, financial markets, entrepreneurship, management, and economic development. These activities improve listening comprehension and expand students' professional knowledge.

4. Online dictionaries and translation tools

Digital dictionaries help students understand the meanings, pronunciation, and contextual use of economic terminology. Such resources also support the development of independent learning skills. However, students should be encouraged to analyze translations critically rather than rely entirely on automatic translation.

5. Artificial intelligence tools

Artificial intelligence-based applications can support language learning by providing explanations, generating exercises, correcting written assignments, and simulating professional conversations. For example, students can practice business negotiations, prepare presentations, write professional emails, and discuss economic issues in English.

The use of these technologies should be guided by teachers to ensure the accuracy of information, academic integrity, and meaningful language practice.

METHODOLOGICAL APPROACHES TO USING INFORMATION TECHNOLOGIES

The effectiveness of digital technologies depends not only on the availability of technical resources but also on the methods through which they are integrated into the educational process.

For economics students, the following methodological approaches can be applied:

Interactive learning approach. Students participate in online discussions, complete interactive exercises, answer questions, and exchange opinions on economic issues. This approach encourages active participation and develops communicative competence.

Project-based learning. Students prepare presentations, research projects, and reports on topics such as international trade, entrepreneurship, banking systems, and global financial markets. They use English-language digital resources to collect, analyze, and present information.

Blended learning. This approach combines traditional classroom instruction with online learning activities. Classroom lessons provide opportunities for direct communication, while digital platforms support independent study, revision, and assessment.

Task-based learning. Students complete practical assignments related to their future professions. For example, they may prepare a business proposal, analyze a company's financial performance, write an email to an international partner, or participate in a simulated business negotiation.

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These approaches help connect language learning with professional activities and make English instruction more relevant to the future careers of economics students.

RESULTS AND DISCUSSION

The analysis of pedagogical approaches and relevant research demonstrates that the integration of information technologies can create favorable conditions for improving English language instruction in higher education.

Digital learning environments provide several important educational opportunities.

First, they increase students' motivation by introducing interactive and multimedia-based learning activities. Second, they provide access to authentic English-language materials related to economics and business. Third, they support independent learning and allow students to work at their own pace. Fourth, they create opportunities for continuous assessment and timely feedback.

Research by Torgomyan and Chalabyan (2022) on blended learning in English for Specific Purposes at the Armenian State University of Economics emphasizes the educational potential of combining classroom instruction with online resources. Similarly, studies on digital learning tools in higher education indicate their contribution to vocabulary acquisition, language practice, and student engagement.

However, the effective implementation of information technologies also involves certain challenges. These include unequal access to digital devices, insufficient internet connectivity, different levels of digital literacy, and the possibility of excessive dependence on automated tools.

Consequently, technology should not replace the teacher or direct communication between students. Instead, it should serve as a supportive instrument that enhances the quality of teaching and learning.

CONCLUSION

Information technologies have become an important component of modern English language teaching in higher education institutions. Their application in teaching economics students creates opportunities to integrate language education with professional knowledge and practical communication activities.

The use of digital platforms, multimedia resources, interactive applications, and artificial intelligence tools contributes to the development of students' vocabulary, reading, listening, speaking, and writing skills. Moreover, technology-enhanced learning encourages independent study, increases motivation, and supports the formation of professional communication competence.

To improve the effectiveness of English language teaching for economics students, it is important to select digital resources according to educational objectives, integrate authentic economic materials into classroom activities, develop teachers' digital competence, and maintain a balance between traditional and technology-based instruction.

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In conclusion, the purposeful integration of information technologies into English language education can contribute to preparing competitive, digitally literate, and professionally competent economics graduates who are able to communicate effectively in the international economic environment.

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