

## CHALLENGES OF TEACHING ENGLISH FOR STUDENTS IN ECONOMICS

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**Abstract:** It is obvious that, the role of the English language as the main means of professional communication (especially in the process of international cooperation) is currently constantly increasing, which is confirmed by the results of studies that are actively carried out both by universities and analytical centers, by various organizations related to public opinion polls. The article deals with the issues related to teaching a foreign language for special purposes (ESP - English for Special Purposes) on the example of teaching English for students in Economics.

**Key words:** factors, Economics, business English, educational material.

**Abstract:** Ma'lumki, bugungi kunda ingliz tilining professional muloqotning asosiy vositasi sifatidagi roli (ayniqsa, xalqaro hamkorlik jarayonida) doimiy ravishda oshib bormoqda. Buni universitetlar va tahliliy markazlar, jamoatchilik fikrini o'rganish bilan bog'liq turli tashkilotlar tomonidan faol olib borilayotgan tadqiqotlar natijalari ham tasdiqlaydi. Maqolada Iqtisodiyot yo'nalishi talabalari uchun ingliz tilini o'rgatish misolida maxsus maqsadlar uchun chet tilini (ESP - English for Special Purpose) o'qitish bilan bog'liq masalalar ko'rib chiqiladi.

**Kalit so'zlar:** omillar, Ekonomika, biznes ingliz tili, o'q'uv materiallari

Currently, the study of Business English is of considerable interest, the development of which is facilitated by a number of extralinguistic factors, such as the development of economic, political and trade relations between countries. Today, the use of business English as the language of international communication is expanding significantly. Business English serves the official and extremely important areas of human relationships: between government and population, between countries, enterprises, organizations, institutions, individuals and society. Due to the involvement of a large number of people in market relations, the ability to correctly and efficiently draw up business papers, conduct a presentation, negotiate with business partners, and conduct a business conversation on the phone become relevant. Most students of economics universities realize that in the current situation on the labor market, when joint ventures with foreign partners are formed and branches of large foreign companies open, proficiency in business English is becoming one of the factors giving priority when applying for a job. These facts allow us to state that proficiency in business English today is one of the criteria for the professional competence of a specialist in the field of economics.

The study of research materials on the problem of the formation of business English skills, acquaintance with the practice of teaching business English in an economic university and the personal experience of scholars allowed us to admit that most students of economic faculties do not have sufficient skills in business English: they are not able to select lexical units typical for business speech, when presenting their thoughts orally or in writing, do not possess compositional features characteristic of oral and written genres of business English, have a low level of skills in conducting a business conversation on the phone and creating presentations on economic topics, etc. Since the inability to use English for professional purposes is due to the insufficient level of formed foreign language skills in business English, it is necessary to state the need for a deeper study of this issue and the creation of an optimized methodology for teaching business English, which could be used in the conditions of teaching students

of economic universities. We believe that such a methodology can be a method of teaching business English using electronic resources. To achieve these goals, the motivation of students of economic specialties to study English is the main, if not decisive factor, including because the majority of students are either weakly interested or not at all interested in mastering a foreign language [2]. This can be explained by the fact that English is a compulsory but non-core discipline, as well as the insufficient school preparation of the majority of students. The objective values, interests and ideals inherent in a given society act as a motive. If accepted by a person, they acquire a personal meaning and incentive force.

In the process of training a specialist (bachelor's or master's) for the economy of the state, these qualities should develop within the walls of the university, and the debatable nature of communication in a foreign language, work on projects as part of a team, discussion of a case study and the search for an optimal solution based on various databases, participation in business and role-playing games - the basis for interactive interaction in the triad "learner - group - educator". In addition, higher education offers excellent opportunities for the economic mobility of young professionals. For example, the researchers of this process A. Yu. Polenova, GS Pshegusova believe that “the higher the educational potential, the higher the economic activity, the more employment, the lower the unemployment rate. The professional mobility of young people is facilitated by the effective interaction of educational institutions with employers, flexibility in determining the content of education, taking into account external factors” [1, p. 131]. In this regard, the regularly held job fairs at the university are relevant, where students can meet and personally talk with company representatives, take a small test, sign up for an interview with the HR manager for internship or employment. In addition to the traditional ones, the so-called "Bolognese" forms and methods of foreign language teaching are being introduced in the process of teaching at the university. For example, the transition from a linear to a modular form of education is currently underway. This gives a chance to select the language material in more detail, arrange it in the form of work programs in highly specialized areas of

training for undergraduates, during modular training, carefully work out all types of speech activities in the format of intensive training and smoothly "bring" students to a test or exam. In addition, the principles of the approach to the formation of mobile groups are being introduced. This contributes to the development of skills in foreign language communication and verbal communication with different participants, each time students develop teambuilding skills and effective interaction within the team. Particularly relevant are specific principles in the process of foreign language professionally oriented education of undergraduates [2, P.36].

The creation of an institute of tutors, lectures by invited foreign professors and specialists in English give excellent chances for improving students' professional communication skills in a non-native language, expanding their boundaries of knowledge, and contributing to the development of the axiology of the educational process. At the moment, universities are paying more and more attention to the organization of students' independent work. It should be expanded by mastering the educational material for each lesson through the use of the information system. This type of work should become a mandatory stage of preparation, which contributes to the development of communication skills. At the same time, the task of the teacher is to skillfully direct and stimulate the development of students' desire to work independently. Access to the information system of the university should be built on the basis of network technologies that allow you to receive educational materials via the Internet and update data on your training on the server to inform the teacher. Such an organizational form of training will increase the effectiveness of students' educational activities, as it will contribute to its organization, management, control and motivation. In this regard, one cannot fail to note the active work of the teaching staff in the preparation of electronic textbooks and teaching aids, electronic disks, multimedia training programs. For example, tests in the ICT system provide automatic verification, display the test results on the screen, offer an analysis of the most poorly mastered elements of foreign language material on the topic under study with the aim

of re-working it. This greatly saves the teacher's time, which they often have to spend on checking such written assignments.

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