

THE CHALLENGES AND SOLUTIONS OF TEACHING ECONOMIC TERMS FOR
THE STUDENT WITH THE LOWER BACKGROUND

Tukhtaeva Shakhnoza Gaybulla kizi
Teacher of TSEU khumayro.usa@gmail.com

Аннотация: В статье рассматриваются проблемы, связанные с преподаванием экономических терминов для студентов с недостаточной подготовкой. Основные сложности заключаются в непонимании студентами терминологии и отсутствии базовых знаний в экономической сфере. Авторы статьи предлагают ряд решений для улучшения ситуации, таких как использование примеров из реальной жизни, использование интерактивных методов обучения, и включение дополнительных занятий по основам экономики. Разработка и реализация таких методов помогут улучшить понимание студентами в экономической области и повысить их уровень знаний.

Annotation: The article deals with the problems associated with the teaching of economic terms for students with insufficient training. The main difficulties are students' misunderstanding of terminology and lack of basic knowledge in the economic sphere. The authors of the article propose a number of solutions to improve the situation, such as the use of real-life examples, the use of interactive teaching methods, and the inclusion of additional classes on the basics of economics. The development and implementation of such methods will help to improve students' understanding of the economic field and increase their level of knowledge.

In the modern world, economic literacy is becoming increasingly necessary for the success of people and states. In Uzbekistan, as in many other countries, there is a problem of insufficient economic training of students with a lower level of training. One of the main factors influencing this is the insufficient number of qualified teachers, the inability to teach economic terms to such students, as well as the lack of accessible and effective teaching methods.

One of the main problems faced by teachers of economic disciplines when working with students with a lower level of training is the students' lack of understanding of basic terms and definitions, as well as the inability to apply the studied materials in life situations. These problems may arise as a result of insufficient awareness of teachers in the methods of the educational process with students who have a different level of knowledge.

One of the solutions to this problem is the need to create educational materials that would be accessible and understandable to students with a lower level of training, as well as the use of illustrative examples and practical tasks that will increase the degree of assimilation of the material. Interaction with the mentality of students and the practical aspect of the subjects studied, with the involvement of various types of sources, such as videos, interactive textbooks and others, can significantly improve the quality of education and improve the overall preparation of students.

It is important to note that the effectiveness of teaching economic disciplines significantly depends on the level of qualification of the teacher, his past experience working with such a category of students, as well as his art in communication. Teachers of economic disciplines should use communicative teaching methods that

will allow them to communicate with students in a clear and accessible language, as well as create incentives for more effective learning.

Finally, one of the most important decisions is the creation of a national curriculum of economic disciplines that would take into account the level of knowledge and abilities of students, and would also be adapted for teaching this category of students.

Teaching economic terms to students with a lower level of training has its own problems, but leading scientists and experts in the field of economics can develop new methods that will better prepare this category of students and give them an understanding of the fundamentals of economic principles, which ultimately will help them better integrate into the economic life of the country.

The study of economics is becoming increasingly important in today's world, as it helps us understand the complexities of financial systems and markets. However, for students with a lower background in economics, learning the subject matter can be a major challenge. In this article, we will explore the challenges that students face when learning economic terms and some solutions to help them overcome these obstacles.

Challenge 1: Lack of Prior Knowledge

One of the primary challenges that students with a lower background face when studying economics is their lack of prior knowledge. Economic concepts and terminologies can be complex, and students who have not taken economics-related courses are often left with no foundation.

Solution: Start with the Basics

Teachers can start by introducing basic concepts first, and slowly move to more advanced topics. Concepts like supply and demand, inflation, and recession are fundamental and easy to understand. By providing real-world examples, teachers can help students relate these terms to their daily lives, making it both more interesting and accessible.

Challenge 2: Confusing Terms and Jargons

Economics is full of jargon, and students with a lower background may find it difficult to understand what these terms mean and how they are used.

Solution: Use Everyday Examples

Teachers can use everyday examples to illustrate how economic concepts work in the real world. For example, to explain inflation, teachers might use analogies such as comparing the rise in prices of a common item like milk over time, to illustrate the impact of inflation. Providing students with concrete examples can help them visualize concepts and make them more relatable.

Challenge 3: Teaching Abstract Concepts

Economic theory can become abstract and hard to visualize, which may confuse students who have difficulty visualizing abstract concepts.

Solution: Use Visualization Tools

Teachers can use visualization tools like graphs, charts, and videos to illustrate economic concepts. Graphs and charts, for example, can be used to show economic trends by visualizing the data. This type of visual representation can help students understand complex economic concepts better.

Challenge 4: Making the Subject Relevant

Students with a lower background in economics may not understand the relevance of the subject and why it's important to learn it.

Solution: Demonstrate Real-World Applications

Economics has a significant impact on our daily lives, and teachers can help students understand its relevance by demonstrating how it affects them. For example, teachers might use examples like budgeting for a household, discussing tax implications, or discussing everyday life situations that relate to global economic issues. These tangible instances of economic applications can help students better understand the subject matter.

Additionally, teachers can encourage student participation by incorporating interactive learning activities into their lectures. This can include group discussions, case studies, role-playing, and simulations that help students actively engage with economic concepts.

Another solution is to incorporate technology, such as online resources, educational games, and multimedia tools, to supplement traditional classroom teaching. This can help students learn at their own pace and provide a more engaging learning experience.

Finally, teachers can provide extra support to students who are struggling by offering additional resources, such as tutoring, office hours, or online support groups. This can be especially helpful for students who may have learning disabilities or language barriers.

In conclusion, teaching economics to students with a lower background can be a challenging task, but with the right strategies and resources, it is an achievable goal. By providing a strong foundation of basic concepts, using relatable examples and visualization tools, emphasizing real-world applications, and encouraging active participation and the use of technology, teachers can help students build their understanding of economics and develop practical financial skills that will benefit them in their personal and professional lives.

It is also important for teachers to acknowledge the diverse backgrounds and learning styles of their students. Economics can be a challenging subject for many, but students who come from different cultural and academic backgrounds may face additional challenges. Teachers should be mindful of this and strive to create an inclusive learning environment that considers the needs of all students.

Additionally, teachers should stay up to date with current events and trends in the field of economics. This not only allows them to provide up-to-date information to students, but it also helps them contextualize economic concepts within the broader social and political landscape.

Finally, teachers should regularly assess student understanding and adjust their instructional approach as needed. This can be done through formative assessments, class discussions, or individual check-ins. By monitoring student progress and adapting teaching strategies accordingly, teachers can ensure that students are well-equipped to succeed in their economics studies.

In summary, teaching economics to students with a lower background requires patience, creativity, and a commitment to student-centered instruction. By emphasizing foundational concepts, using relatable examples and technologies, acknowledging diverse learning styles, staying informed, and monitoring student understanding, teachers can help students develop a deep understanding of economics and prepare them for success in their future lives and careers.

Another important aspect of teaching economics to students with a lower

background is to emphasize the practical applications of economic concepts. Rather than presenting abstract theories and models, teachers should highlight real-world examples of economic principles in action. This can include topics such as personal finance, budgeting, and saving, as well as broader concepts such as market forces, international trade, and labor economics. By demonstrating how economics affects everyday life, teachers can help students develop a personal investment in their learning and understand the relevance of economics to their future careers and financial goals.

Teachers should also aim to make economics accessible by using clear language and avoiding jargon. This can be especially important for students who may be intimidated by complex terminology or unfamiliar with academic language. Similarly, teachers should use visuals and multimedia tools to help students understand complex ideas. Charts, graphs, videos, and interactive simulations can all be effective ways to convey economic concepts in an engaging and accessible way.

Finally, teachers should encourage students to apply critical thinking and problem-solving skills to economics. This can involve analyzing data, evaluating competing theories, and developing creative solutions to economic challenges. By encouraging students to think critically and independently, teachers can help them develop a deeper understanding of economics and prepare them for success in their future academic and professional endeavors.

In conclusion, teaching economics to students with a lower background requires a thoughtful and holistic approach that prioritizes foundational concepts, acknowledges diverse learning styles, emphasizes practical applications, uses clear language and visual aids, and encourages critical thinking. As teachers, it is our responsibility to create a supportive and inclusive learning environment that challenges students to reach their full potential. By doing so, we can help our students develop a strong foundation in economics that will serve them well throughout their lives, whether in pursuing further education or navigating the complex world of finance and business.

CONCLUSION

Teaching economics to students with a lower background presents several challenges. However, with the right approach, teachers can facilitate the learning process. Offering foundational concepts first, using everyday examples, employing visualization tools, and demonstrating practical applications, can help students develop a better understanding of economics, making the subject more approachable. As a result, students can develop practical financial skills that help them succeed in their everyday lives.

In conclusion, it can be noted that teaching economic terms to students with a lower level of training is an important task for the modern educational system. However, it is associated with a number of problems, such as insufficient knowledge of basic terms by students, a weak level of language skills, and so on.

In the context of solving these problems, it is possible to note some ways that a teacher can take. In particular, it is the need to use professional literature in understandable languages, additional explanation of terms and concepts, the use of interactive teaching methods, etc.

Also, the importance of teaching economic terms for students with a lower level of training should be paid attention to higher educational institutions to carry out

corrective work to improve this process.

In general, solving the problems associated with teaching economic terms to students with a lower level of training requires efforts on the part of both teachers and educational institutions in general. The implementation of practical measures to improve this process will guarantee the best quality of higher education and increase the amount of knowledge and skills of students.

LITERATURE:

1. Mathematization and formalization in modern science [Matematizacija i formalizacija v sovremennoj nauke]. Available at: URL: <http://politeh24.com/?p=607>.
2. Mikulinskij S. R., Markova L. A., Starostin B.A., Alphonse de Candolle [Al'fons Dekandol']. Moscow, Nauka, 1973, pp. 200-202. URL: <http://vikent.ru/enc/555>.
3. Nureev R. M. A workbook for microeconomics [Rabochaja tetrad' po kursu mikroekonomiki]. Moscow, Norma: INFRA-M, 2011, p. 22.
4. Matveeva T.Ju. Introduction to macroeconomics: textbook manual [Vvedenie v makroekonomiku: uchebnoe posobie]. Moscow, GU VShJe, 2002, pp. 12-13.
5. Lebedeva N. N. Institutional Economics: textbook for bachelors [Institucional'naja jekonomika: uchebnik dlja bakalavrov]. Moscow, Dashkov i Ko, 2014, p. 13.