



## TEACHING FOREIGN LANGUAGES IN ECONOMIC UNIVERSITIES

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**Abstract:** The article analyzes the influence of the English language in education, as well as the problems and advantages of teaching in English in economic universities. Consider the results of students who were helped by learning English in a non-linguistic university.

**Keywords:** Language of business and professional communication, economics students, communicative competence, foreign language, competitive advantage.

Currently, there is a need for modern society to find ways to reform and modernize the higher education system. The country's economic growth largely depends on the education system, so the problem of preparing competitive, qualified graduates and predicting the scope of their professional self-realization becomes the main task of higher education.

International business contacts are rapidly developing in Uzbekistan, the communicative network of communication with foreign partners is growing, which inevitably led to an increase in the need for specialists who speak a foreign language in the field of a certain professional activity, and in this regard, one of the main tasks of teaching a foreign language is the formation of the communicative competence of students. A number of foreign language competencies that a modern economist should have been identified.

In the context of globalization, future economists must master multicultural skills, i.e., acquire and use knowledge about the cultures of the countries of the languages being studied. According to the researcher, a modern economist should adequately use the forms of communication using linguistic and non-linguistic means in situations of integration of different languages and cultures, paying attention to the national characteristics of those who communicate in the performance of professional tasks of economic activity. [3]

Students, knowing professional English, can get acquainted with a large number of modern theories, opinions, points of view and ideas that exist in the modern world. Moreover, by studying in English and using it as a working tool, students have the opportunity to quickly obtain information from the original source. They do not need to turn to professional translators or wait for the publication of new foreign textbooks or articles. This saves them time and makes it possible to evaluate and analyze the information on their own, without anyone else's interpretation. [5]



Moreover, English language students are always up to date with the latest developments in their field of specialization. Also, access to up-to-date information helps them to deepen the learning process and improve the quality and quantity of knowledge gained. Further, many scientific terms used in economics, marketing, finance, computer science and a number of other disciplines came to us from the English language. That is why, by reading books on these subjects, as well as attending lectures in English, students quickly understand the meaning of terms, easily remember and begin to use them in a professional context, in their oral and written presentations.

Also, as a result of constant training and development of all speech aspects of the English language - reading, speaking, listening, writing short and long reports, essays, term papers and, ultimately, the final work of the bachelor and master's thesis, students can competently and professionally communicate and write in English.[2] Moreover, they are able to discuss problems and analyze serious issues related not only to the language of their specialty, but also on more general and global topics.

Another advantage is the fact that this form of educational process allows for guest lectures given by invited foreign professors, as well as meetings with representatives of foreign companies and banks. At the same time, we are confident that foreign specialists will not only be understood by students, but also interactive communication will take place in the classroom.

Among other positive aspects of studying in English, it should be noted that this method allows our students to (study) study abroad without additional preparation.

It should also be noted the benefits for teachers working at the International Business School. They constantly improve their level of English by meeting foreign colleagues and discussing educational programs and teaching methods.

Despite the numerous advantages of studying in English, there are a number of problems that need to be mentioned and addressed.

During the training, our students use foreign textbooks that do not take into account Uzbek realities. This can present serious difficulties in mastering the material. However, lecturers usually try to make up for the lack of information in their lectures and seminars by providing additional material, as well as by encouraging students to familiarize themselves with current materials on the situation in Uzbekistan. Students also make presentations, reports, write term papers, diplomas, take part in business games and discussions of Uzbek economic trends. [1]





The next problem is related to the entrance level of English language proficiency of our students, especially during the first year of study. From the very beginning, they begin to study with authentic textbooks in various disciplines, as well as listen to lectures in English, which is a challenge for them due to the lack of similar learning experience in the past. This situation can cause teachers to simplify explanations, avoiding some important but difficult to understand details. All this can lead to insufficient and incomplete study of some aspects of the discipline. In this case, the help of English teachers is needed, which they willingly provide.

Speaking about the success of the application of individualization technology in the conditions of modern higher education, he emphasizes the importance of observing the following conditions:

- divide students according to the level of education;
- take into account the personal and professional interests of students;
- use the necessary organizational techniques;
- take into account the high motivation of students for comprehensive development; – psychological, pedagogical and informational culture of the teacher.

According to the proposed research hypothesis, the following tasks are supposed to be solved:

- 1) To explore the features of the conditions for teaching business English speech to students of economic faculties;
- 2) Identify the main genres of oral and written speech that function in the field of business communication and determine their textual specifics and linguistic features;
- 3) Study electronic resources that can be effectively used to teach business English;
- 4) Select a set of skills in business English speech to be formed with the help of electronic resources;
- 5) To carry out the selection and organization of the content of training aimed at developing skills in business English speech of students of economic faculties using electronic resources;
- 6) Develop a methodology for teaching business English speech to students of economic faculties using electronic resources;
- 7) Experimentally test the methodology for teaching business English speech to students of economic faculties using electronic resources. [4]

In conclusion, it should be noted that, despite certain shortcomings of teaching in English, they are not insurmountable, and also do not affect the quality of education. On the other hand, the advantages of this teaching method are obvious, which is confirmed by the success of our graduates, their achievements and career growth.

Undoubtedly, learning and teaching in English is not easy. However, the feeling that you can overcome these difficulties motivates both students and teachers, as even small successes along this thorny path are inspiring.



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