

## CONTEMPORARY APPROACHES TO ENGLISH LANGUAGE EDUCATION FOR ECONOMICS MAJORS

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### **Abstract**

The globalization of trade and financial systems has transformed English proficiency from a supplementary skill into a core professional requirement for economists. Modern instruction must now move beyond traditional ESP (English for Specific Purposes) frameworks to incorporate Artificial Intelligence (AI) and innovative pedagogical technologies. This article synthesizes contemporary technological integrations with established methodological principles. By examining individualized learning paths and AI-simulated professional environments, the study provides a roadmap for fostering communicative competence in future economic specialists.

### **Keywords**

ESP, Artificial Intelligence, Communicative Competence, Economics Pedagogy, Digital Transformation, finance, professional, approach.

### **Аннотация**

Глобализация торговли и финансовых систем превратила владение английским языком из вспомогательного навыка в ключевое профессиональное требование для экономистов. Современное обучение должно выходить за рамки традиционных основ ESP (английский для специальных целей), интегрируя искусственный интеллект (ИИ) и инновационные педагогические технологии. В данной статье обобщаются современные технологические решения в сочетании с устоявшимися методологическими принципами. Через призму индивидуальных траекторий обучения и профессиональных сред, симулируемых ИИ, в исследовании предлагается «дорожная карта» по формированию коммуникативной компетенции у будущих специалистов экономического профиля.

### **Ключевые слова**

ESP, искусственный интеллект, коммуникативная компетенция, экономическая педагогика, цифровая трансформация, финансы, профессиональный, подход.

In the twenty-first century, the rapid expansion of global economic relations and technological advancement has significantly reshaped the demands placed on future specialists in the field of economics. As international markets become increasingly interconnected, the ability to access, interpret, and utilize information in English has evolved into a fundamental requirement for academic success and professional development. English is no longer viewed merely as a foreign language but as a key instrument for participating in international collaboration, conducting research, and engaging in cross-border economic activities.

Given these transformations, higher education institutions face the challenge of preparing economics students to operate effectively within a multilingual and technology-driven environment. This requires revisiting traditional approaches to language teaching and adopting more dynamic, interdisciplinary, and innovation-oriented strategies. Modern English language instruction for economics students must integrate technological tools, subject-specific content, and real-world applications to foster both linguistic competence and professional readiness.

Teaching English to future economists involves a combination of Business English and the scientific fundamentals of Economics. Economics functions like a complex network with numerous branches – finance, management, marketing, international trade, macro- and microeconomics – all of which influence the language learning process. This makes English for Economics a multifaceted discipline requiring interdisciplinary approaches.

One of the primary challenges in teaching English to economics majors is the high cognitive demand placed on students who must simultaneously process complex financial theories and a secondary linguistic code. According to Cognitive Load Theory, instructional design must be optimized to prevent "extraneous" load – distractions caused by poor formatting or unclear instructions – while maximizing "germane" load, which is the mental effort devoted to schema construction. In the context of ESP, this is achieved through the "scaffolding" of technical content. By utilizing AI-driven pre-teaching modules, students can familiarize themselves with specialized terminology in an asynchronous environment. This preparation allows the physical classroom to become a space for high-level synthesis rather than basic vocabulary acquisition, effectively reducing the mental fatigue associated with traditional bilingual economic instruction.

As the complexity of this discipline increases, so does the need for tools that can support flexible, individualized, and professionally oriented learning. In this regard, artificial intelligence (AI) has become one of the most transformative developments in modern foreign language education. With the rise of AI-driven platforms such as ChatGPT, Grammarly, Elsa Speak, and adaptive LMS systems, students now have access to personalized learning environments that adjust to their level, pace, and learning needs. AI analyzes learner errors, predicts weaknesses, and recommends targeted exercises to improve grammatical accuracy, vocabulary usage, and pronunciation.

In the context of teaching English to economics students, AI plays an even more significant role. It enables the simulation of real business contexts through intelligent chatbots – economic negotiations, client communication, job interviews, financial presentations, and report writing. These simulations help learners acquire industry-specific language skills while receiving immediate, automated feedback. AI technologies also allow instructors to perform detailed needs analysis, automatically track progress, monitor vocabulary acquisition, and analyze discourse patterns. Through AI-generated heatmaps and analytics tools, teachers can identify which economic terminology students struggle with most, which types of analytical texts they misinterpret, or which writing structures remain problematic. Thus, AI contributes both to student-centered instruction and evidence-based teaching.

The modern consensus in digital pedagogy emphasizes that "AI-driven personalization significantly enhances learner autonomy by providing real-time scaffolding that aligns with the student's zone of proximal development" (Kohnke, 2024). This technological integration allows for a "flipped" approach where students master technical vocabulary independently through AI tools, leaving classroom time for high-level cognitive activities such as collaborative projects and intercultural business dialogue. This synergy between human intuition and machine efficiency ensures that students are not just learning a language, but are becoming "activity subjects" capable of navigating diverse professional scenarios.

The very process of teaching future economists English language is a combination of two factors. It is the so-called Business English, which is a relatively new branch of English in Uzbekistan, and the complex comprehensive science of economics. It should be noted that Economics is, on the one hand a system of economic knowledge and on the other hand a cognitive activity, with the aim of gaining new economic knowledge. Both sides of economics are mutually influenced by each other, constantly feeding off each other with new results,

ensuring that old knowledge is supplemented, updated, and fundamentally new knowledge is created.

Thus, economics can be conceptualized as a huge tree, whose large crowns and branches have formed a multitude of economic schools and trends. It follows that the process of teaching a foreign language to the economists, who are intended to become economists, financiers, managers, etc., is a multifaceted and complex process consisting of many levels and sublevels.

It should also be noted that when teaching business English, one must pay close attention not only to developing the language skills of economists but also to imparting intercultural dialogue and business communication skills. By knowing the characteristics of different cultures and business etiquette, common personal and intercultural clashes can be avoided, while building an effective and mutually beneficial business dialogue [5].

The learning of a foreign language is different for each student and depends on his or her inclinations and personality traits, therefore the formation of communicative competence in students is a complex process [5]. As G.G. Maslova notes, communicativeness implies the implementation of the principles of speech orientation of training, stimulation of speech and thinking activity, providing individualization, taking into account the functionality of speech, creating situational learning, observance of novelty of the educational process organization [4]. When teaching a foreign language, taking into account the individual characteristics of the learner is one of the key values. Continuing her idea, G. G. Maslova emphasizes that for many years the main type of individualization has been personal development, because taking into account students' personal qualities, their interests, preferences, life experience, status in the team were considered to be the most important in comparison with individual individualization (consideration of individual characteristics: gender, age, temperament, hereditary characteristics) and subject individualization (consideration of students as activity subjects: preference of individual or team work, assignments [4]. Speaking about successful application of individualization technology in modern higher school conditions, O.S. Episheva stresses the importance of the following conditions:

- to divide students according to the level of learning;
- to take into account personal and professional interests of students;
- to use necessary organizational techniques; - to take into account high motivation of students for comprehensive development,
- psychological and pedagogical and information culture of the teacher [2]. In our study we pay attention to the peculiarities of economic students when teaching

a foreign language [5]. As E.A. Klimov notes, economists are distinguished, first of all, by "hypodynamic (sitting) nature of work with single-type functional duties that require increased responsibility" [3, p. 304].

Modern economics, finance, business and commerce require the ability to make quick and informed decisions, solve current problems, achieve objectives and deal with the flow of information and documents.

Active use in the English course for economists of authentic texts from foreign economic press, booklets and brochures, examples of real English-language documentation, etc. is also necessary. Several mock examples of conducting conversational English classes can be developed:

- finding a job / submitting a CV / being interviewed / being employed;
- socializing in a team / building relationships with colleagues as well as with clients;
- creating a paper on economics / defending a paper in a classroom / discussing with critics and opponents, etc.

All types of reading can be used in the work with economic and business texts: exploratory reading, sight reading, exploratory reading, etc. It should also be noted that students should be taught from the first year onwards the ability to separate useful information from secondary information. With this skill, students save time and remain motivated when dealing with articles and texts of considerable length. For example, economists in their research often use statistical data from various countries, which they download from the English-language websites of the relevant agencies. Also, students-economists study different economic disciplines (macro- and microeconomics, international trade, etc.), hence they need to actively work with modern teaching literature, most of which is written in English. Thus, students need to become proficient in a number of different types of reading, be able to use e-dictionaries and reference books while studying educational materials, etc.

Beyond linguistic proficiency, the integration of technology in the English for Economics curriculum addresses the critical need for digital literacy in the modern labor market. Today's economists are expected to navigate international databases, interpret data visualizations, and collaborate across digital platforms. Consequently, the English classroom serves as a laboratory for professional socialization. When students engage in collaborative projects using English-language agency websites – such as the World Bank or the IMF – they are not merely practicing reading comprehension; they are developing the research competencies required by global employers. This "dual-competence" model – where language acquisition and professional digital literacy are developed in

tandem—ensures that graduates are not only linguistically capable but also technically proficient in the conventions of international economic discourse.

As this synthesis has demonstrated, each student approaches English for Economics with a distinct set of objectives. Consequently, a comprehensive needs assessment serves as a fundamental prerequisite for effective instruction; without a clear understanding of these unique requirements, educators cannot tailor their curriculum effectively. A truly impactful English program for the economic sector must remain learner-centric, prioritizing the specific linguistic demands of the cohort. From the outset, instructors should immerse students in cognitively demanding tasks, prompting the practical application of knowledge across various domains—ranging from technical economic analysis to professional communication in negotiations and summits. Furthermore, fostering collaborative initiatives with native speakers is vital. By integrating these strategic methodologies, educators can establish a robust linguistic framework, bolstering both professional competence and the capacity for lifelong autonomous learning.

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