



## THE PROBLEMS TEACHERS FACE WHEN THEY TEACH ENGLISH TO STUDENTS WHO STUDY ECONOMICS

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KALIT SO‘ZLAR	ANNOTATSIYA
<p>Ingliz tilini o‘qitish, iqtisodiyot talabalari, aniq maqsadlar uchun ingliz tili (ESP), fanlararo o‘qitish, ixtisoslashtirilgan lug‘at, tilni bilish, motivatsiya, iqtisodiy terminologiya, kontekstli ta‘lim, hamkorlikda o‘qitish, moslashtirilgan baholash.</p>	<p>Iqtisodiyotda o‘qiydigan talabalarga ingliz tilini o‘rgatish qator muammolarni keltirib chiqaradi. Pedagogik yondashuvlardagi farqlar, til va maxsus leksikaning kesishishi, shuningdek, kontekstni hisobga olib o‘qitish zarurati –o‘qituvchilar duch keladigan muammolarning ayrimlaridir. Ushbu maqola muammolarni o‘rganishga va ularni yumshatish strategiyasini taklif qilishga qaratilgan. Mavjud adabiyotlar va ta‘lim tajribalarini tahlil qilish orqali u talabalar motivatsiyasining yetishmasligi, til bilish darajasidagi farqi va texnik so‘z boyligini egallash zarurati kabi asosiy masalalarni aniqlaydi. Iqtisodiyot talabalariga ingliz tilini o‘qitishni yanada samarali qilish uchun hamkorlikda o‘qitish, kontekstual o‘qitish va individualbaholash kabi yechimlar muhokama qilingan.</p>
КЛЮЧЕВЫЕ СЛОВА	АННОТАЦИЯ
<p>Преподавание английского языка, студенты-экономисты, английский для специальных целей (ESP), междисциплинарное обучение, специализированная лексика, знание языка, мотивация, экономическая терминология, контекстуальное обучение, совместное обучение, индивидуальное оценивание.</p>	<p>Преподавание английского языка студентам экономических факультетов ставит перед нами уникальные задачи. Различия в педагогических подходах, пересечение языка и специальной лексики, а также необходимость обучения с учетом контекста – вот некоторые из важнейших проблем, с которыми сталкиваются учителя. Целью данной статьи является изучение этих проблем и предложение стратегий по их смягчению. Посредством анализа существующей литературы и образовательного опыта в нем выявлены основные проблемы, такие как отсутствие мотивации учащихся, различные уровни владения языком и необходимость овладения технической лексики. Обсуждаются такие решения, как совместное обучение, контекстуальное обучение и индивидуальное оценивание, чтобы сделать преподавание английского языка студентам-экономистам более эффективным.</p>
KEY WORDS	ABSTRACT
<p>Teaching English, Economics students, English for Specific Purposes (ESP), interdisciplinary teaching, specialized vocabulary, language proficiency, motivation, economic terminology, contextualized learning, collaborative teaching, tailored assessments.</p>	<p>Teaching English to students specializing in Economics poses unique challenges. The differences in pedagogical approaches, the intersection of language and specialized vocabulary, and the need for context-specific learning are some of the critical issues teachers encounter. This article aims to explore these challenges and propose strategies to mitigate them. Through an analysis of existing literature and educational experiences, it identifies core issues such as students’ lack of motivation, varying levels of language proficiency, and the need for technical vocabulary acquisition. Solutions like collaborative teaching, contextualized learning, and tailored assessments are discussed to make the teaching of English to Economics students more effective.</p>



**Introduction.** In many non-English speaking countries, students majoring in Economics are required to study English as part of their curriculum. However, teaching English in this context comes with distinct challenges that require specialized teaching strategies. Students often struggle with English as a second language while simultaneously needing to grasp complex economic concepts. This dual challenge necessitates that teachers adopt an interdisciplinary approach. They must bridge the gap between general language skills and the specialized language of economics. This paper explores the difficulties faced by teachers when instructing English to Economics students and offers recommendations to improve the learning process.

**Methods.** This study employs a mixed-methods approach, combining literature review, qualitative interviews with English teachers specializing in teaching students of Economics, and an analysis of teaching practices in Economics and English language departments. The following methods were used to gather data:

**Literature Review:** Articles, books, and case studies that focus on teaching English for Specific Purposes (ESP) and the challenges of teaching specialized subjects in English were examined.

**Teacher Interviews:** Interviews were conducted with ten teachers from various institutions who teach English to Economics students. These interviews explored their perspectives on the primary challenges they encounter and the strategies they use.

**Observation and Case Studies:** Real-life examples of classrooms were observed, with a focus on language acquisition and students'

application of economic terminology in English..

#### **Discussion.** Lack of Student Motivation

A recurring issue is the lack of motivation among Economics students to study English. Many perceive English as peripheral to their core economic studies. This attitude leads to disengagement and a lack of active participation in English classes. Furthermore, students often struggle to see the immediate application of English language skills in their Economics courses, particularly when their focus is on complex theories and mathematical models.

#### Diverse Language Proficiency

Economics students come from varied linguistic backgrounds, and English language proficiency levels often differ significantly. While some students may be fluent, others struggle with basic grammar and vocabulary. This discrepancy makes it difficult for teachers to maintain a uniform pace and level of difficulty in their instruction. Teachers are often forced to create separate teaching materials or adjust their lessons to accommodate both advanced and beginner-level students, which can be time-consuming and inefficient.

#### Economic Terminology and Jargon

One of the key challenges teachers face is the need to teach specialized economic vocabulary. English for General Purposes (EGP) focuses on daily communication and general academic language, but Economics requires students to learn a wide range of technical terms and concepts. Words like “inflation”, “marginal utility”, or “elasticity” have nuanced meanings in economic contexts, which can be confusing for students who are not proficient in English.

#### Interdisciplinary Knowledge

Economics teachers often find that English teachers lack the specific economic background needed to fully grasp the terminology and concepts they are expected to teach. This can result in miscommunication or an inability to explain economic concepts clearly in English. While teachers of English may be proficient in the language, their lack of subject matter expertise in Economics often undermines the effectiveness of their lessons.

### **Solutions**

#### **Collaborative Teaching**

One solution to these challenges is collaborative teaching between English and Economics teachers. Joint lessons, where the two subject experts teach together, can create a more comprehensive learning experience for students. The Economics teacher can provide insights into the subject matter, while the English teacher focuses on language acquisition.

#### **Contextualized Learning**

Another effective approach is contextualizing the teaching of English by integrating real-world economic content into the language curriculum. By using economic articles, case studies, and examples from the students' field of study, teachers can help students understand the relevance of English in their academic and professional lives.

#### **Tailored Assessments**

Tailoring assessments to reflect both language proficiency and content knowledge

can be beneficial. English tests for Economics students should not just focus on grammar or vocabulary but also on their ability to understand and use economic terminology in English.

#### **Use of Technology**

The use of technology can also aid in overcoming these challenges. There are numerous online tools that can help students practice their English, particularly in the context of Economics. Economic simulations, vocabulary apps, and online economic journals in English can provide students with exposure to real-world economic scenarios and help them learn the associated terminology.

**Conclusion.** Teaching English to Economics students requires a nuanced approach that takes into account both the language learning needs and the specialized economic content. Teachers face multiple challenges, from a lack of student motivation to the difficulties of teaching specialized terminology. However, with collaborative teaching, contextualized lessons, and the use of tailored assessments and technology, these challenges can be mitigated. This article suggests that interdisciplinary collaboration is particularly important in achieving an effective English learning environment for Economics students.

### **Foydalanilgan adabiyotlar ro‘yxati:**

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