TEACHING ENGLISH TO ECONOMICS STUDENTS USING INTERACTIVE METHODS

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Abstract: The article discusses the issues of training economists in modern market conditions. The author emphasizes the need to study a foreign language in order to improve general professional competence. A number of interactive methods are proposed and described, the use of which is aimed at the effective formation of professionally significant qualities of future economists.

Keywords: Economists, interactive teaching methods, foreign language, training, pedagogy.

INTRODUCTION

The transition to a market economy and the high level of unemployment among university graduates sharply aggravated the problem of graduates' readiness for effective professional activity. Socio-economic changes in the country have caused the emergence of qualitatively new requirements for specialists in general and for economists in particular. In the context of the dynamic transformations taking place in Uzbekistan, a modern economist must have the ability to work in crisis conditions, competently analyze economic processes, find effective solutions to the problems facing him, and take a creative approach to solving them.

MATERIALS AND METHODS

In modern conditions, economists often find themselves faced with the need to change the type of activity due to a change of job or career growth. In order for the process of such change to occur most effectively, it is important for an economist to be not only professionally trained, but also to have economic thinking and a high level of development of professionally significant qualities. The formation of professionally significant qualities in an economics university occurs when studying not only professional, but also general educational disciplines, such as history, political science, philosophy, foreign language, etc. Professionally significant qualities that contribute to successful professional activities in the field of economics and the corresponding modern requirements of the profession include the following: creativity, associative thinking, analytical thinking, initiative, responsibility, social activity, communication skills, leadership.

RESULTS AND DISCUSSION

The objectives of the training are the development of basic skills and abilities of foreign language communication and the acquisition of knowledge in the following areas of the language [2]:

– phonetics (specific articulation of sounds, intonation, accentuation and rhythm of neutral speech in English; the main features of the complete style of pronunciation, characteristic of the sphere of professional communication; reading transcription);

– lexicology (the concept of differentiation of vocabulary by areas of application (everyday, official, general scientific, terminological, etc.); the concept of free and stable word combinations, phraseological units, the concept of the main methods of word formation);

– grammars (grammatical skills that ensure general communication without distorting the meaning in written and oral communication, basic grammatical phenomena characteristic of professional speech);

– regional studies and intercultural communication.

The essence of interactive learning is that the educational process is organized in such a way that almost all students are involved in the process of cognition, they have the opportunity to understand and realize everything that happens, everything that they themselves know and think. The joint activity of students in the process of learning, mastering educational material, solving problems, choosing activity options means that everyone makes their individual contribution, there is an exchange of information, experience, and values. Moreover, this happens in an atmosphere of goodwill and mutual support, which allows not only to obtain new knowledge, but also develops the cognitive activity itself, transfers it to higher levels of cooperation and cooperation.

Interactive activity in foreign language classes involves the organization and development of dialogue communication, which leads to mutual understanding, interaction, and joint solution of common but significant tasks for each participant. The use of interactive methods eliminates the dominance of either one speaker or one opinion over another. During interactive learning, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people, which has an important impact on the process of formation future professionally significant qualities of an economist [4].

A business game is a synthesis of the method of analyzing specific situations and role-playing games. It differs from other teaching methods in that the basis of a business game can be a model of a company or a country's economy, or its individual elements. Decisions made by game participants based on initial information affect the control object, causing changes in its initial state [5].

An equally interesting interactive method used in the process of forming professionally significant qualities and developing economic thinking in foreign language classes is brainstorming. This is a method that allows you to get a large number of ideas in one way or another related to the task at hand in a short period of time. Then, after a thorough analysis of the proposals put forward, the required solution is determined. This method is based on the principle of "delayed discussion," which is aimed at helping the student think "out loud" and allow others to become familiar with the progress and results of his thinking. One of the advantages of this method of discussing a learning problem is that students who have different information can follow the development of the discussion, providing additional information and offering new, additional options for solving the problem.

CONCLUSION

Thus, taking into account all of the above, it should be emphasized that the training of future economists in the process of learning a foreign language occurs most effectively with the variable use of interactive teaching methods, such as game techniques, brainstorming and its variations, the case-study method and educational discussion.

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