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THE IMPROVEMENT OF LEXICAL COMPETENCE AS A PART OF ACTIVE TECHNOLOGY IN TEACHING ENGLISH TO STUDENTS WHO SPECIALIZE IN ECONOMICS

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Abstract:

The article discusses how teaching English to students with economic specialization involves developing lexical competence as a component of active technology. It also discusses how students develop their lexical, grammatical, and phonetic skills during the learning process.

Keywords: economic expertise, vocabulary, and grammatical and lexical proficiency.

It is now commonly accepted that the goals and objectives of teaching foreign languages in technical colleges should be determined by considering the needs of the students and society at large, as well as the jobs that the students will need to perform after graduation. Actually, in today's globalized culture, acquiring a foreign language (English) as a component of technical and vocational training has earned new status and educational norms.

The new guidelines state that language training for future professionals, particularly managers and economists, should focus more on enhancing their competencies—that is, their general speech and language knowledge and usage skills—than merely acquiring new information. Future experts will be able to compete in a market economy because to this. Competence is seen as a curriculum unit as well as a learning objective [2,292].

An inventive, activity-based approach to English language learning is in line with the aims and objectives of cultivating productive language skills for use in a range of communication scenarios. A new quality of English instruction for economics students is required in order to comprehend these goals and objectives.



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We're talking about how learners build the components of their language proficiency throughout the course of their education. This is even more important as language competency is one of the core competencies of the entire educational system. The main components of English language competency are the development of phonetic, grammatical, and lexical competencies as well as the application of these competencies in speech exercises for communication in a foreign language.

Even while the components of these skills are clearly closely related throughout the learning process, lexical skill development calls for special exercises and approaches [3, 8].

When we talk about vocabulary, we mean both broad and professionally focused lexical units as well as terminology. The definition of terminology provided by OS Akhmanova is "the system of concepts of a given science or branch of knowledge, fixed in the appropriate verbal expression". The complete lexicon is the most important layer in the system of linguistic means. This demonstrates its vital function in every language lesson, and the teacher's constant focus should be on the growth of lexical competence. For the task of practical mastery of a foreign language, it is essential to find ways to improve the development of lexical competence as a technology and to pay careful attention to the arrangement of linguistic materials [4,899].

When teaching English to students with economic specializations, this topic is very relevant since, with limited teaching hours, it is critical to find all of the most logical and efficient teaching tactics in the shortest amount of time.

In light of the foregoing, methodologists continue to focus on the topic of modernizing language aids, including updating themes, building a vocabulary, and developing role-playing games and assessments [7,1475].

It is often known that the main source of vocabulary learning is books with a home or professional focus. Therefore, selecting materials with attention and precision is essential while teaching language. As early as the second semester of their first year, students are introduced to some general economic terminology, with an emphasis on books such as

1. Economic activity kinds.
2. Let's start by defining economics.



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3. Basic concepts in micro and macroeconomics The study of problem-thematic texts for the pertinent economic specializations made available by English work programs also helps to concretize the growing amount of lexical knowledge in the second year [8, 91]. As a result, the following courses are required of students pursuing the "Management" specialization:

1. My specialty. For what reason did I choose to work in this field?
2. Give an explanation of what management is.
3. The main administrative structures.
4. Management objectives and plans.
5. The group that handles crises.
6. Crisis management in business, etc.

The initial stage's effectiveness greatly influences all subsequent vocabulary growth on topics pertaining to both professional and everyday communication. It is the teacher's responsibility to choose the most effective presentation style based on the students' comprehension level, the word's qualitative characteristics, and whether it falls within the active or passive minimum.

Finding a term that does not belong to the specified thematic group; matching a noun with as many verbs or adjectives as feasible; selecting synonyms or antonyms for a word; using the provided words to form sentences; using derivational models to ascertain the meaning of new words; and adding missing words, such as prepositions, to sentences.

The difficulties of understanding polysemy, homophones, determining the meaning of unknown words using word-formation models and context, and conducting a semantic analysis of particular utterance fragments are all surmounted by the students at this point in their learning process.

The minimal vocabulary, which is usually associated with methodological developments, dictates the number of lexical units to be learned. Strong absorption and generation of the first component of lexical competence are ensured by sufficient repetition of these units in texts [9, 90]. While working on any topic or issue related to anti-crisis management, it is vital to master key combinations with the term "crisis": to anticipate, predict, avoid, prevent, cause, experience, face, manage, cope with, or overcome a crisis. The initial phase of the development of lexical



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competence is systematized and tracked by tests that enable the evaluation of students' knowledge in this language domain.

By finishing the aforementioned exercises and tasks, students advance to the second stage of lexical competence formation, which is the development of the ability to use vocabulary in a range of speech activities. At this level, students participate in communicative exercises and assignments that promote the use of monological, dialogical, or polylogical speech forms. The initial step in improving speech abilities should be an activity like this one: Pose queries concerning the words that are underlined, and use topic-related active vocabulary to answer the inquiries. While completing this project, students can engage in a collaborative learning process. connect the various parts of the sentences to form a coherent text; align the heading with the text.

The student then participates in increasingly complex and creative communication activities, like: reading on their own about personal and professional topics, then analyzing and extrapolating what they read in the speech; enacting scenarios and dialogues; developing thematic events; developing and using role-playing games that simulate real-life communication situations; and designing, including collages, electronic presentations, wall newspapers, abstracts, specific numbers, sketches, and abstracts.

The communication activities indicated above get students ready to utilize the language in professional and everyday settings, including meetings, phone calls, business negotiations, and creating resumes for job applications. Furthermore, when students engage in communication activities, environments are created for them to grow personally [11,417].

From the aforementioned, we can deduce that lexical competence, which is a component of linguistic competence and is described by the new educational standards, is one of the needs for the growth of speech activity generally. Graduates of economic specialties are expected to solve problems using the lexical competence they acquired in English language classes after graduating from university (using the English language to communicate with foreign specialists via electronic mail, searching the Internet for information, and other types of work).



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