

TEACHING ENGLISH TO ECONOMICS STUDENTS

Khojaniyazova B.M.

Senior teacher of UTAS

Abstract. The article discusses the technology of applying various methods to improve the oral English speech of economics students. Possession of good speech is the most important factor in the successful communication of future specialists in professional and business fields.

Keywords: English language, oral speech, communication, method, competencies, motivation.

INTRODUCTION

At present, due to the growing role of international and economic communication of modern economists, the improvement of professionally oriented teaching of English as the language of international communication and business seems to be one of the most important. The main method of professionally oriented education is the competence-based approach.

MATERIALS AND METHODS

The purpose of the competency-based approach is to focus on the practical component of the content of education that ensures successful life (competencies). Among the main tasks of modern teaching of professionally oriented English is the creation of methods that include interactive approaches to learning, identifying their advantages to solve the main problem of teaching foreign language communication in the professional field.

RESULTS AND DISCUSSION

The goals of professionally oriented education include the following components: educational, educational, developmental and practical. To achieve this goal, it is necessary to increase the volume of linguistic, professional knowledge, the skills to use them, as well as regional knowledge.

To date, the most significant of the above components of training is the practical component. A modern student understands well the conditions and requirements of the labor market, in a period of fierce competition for jobs, so he is motivated to learn a foreign language effectively. Given all this, a foreign language teacher has to choose the most effective methods that will help students learn English as a language of international business communication, especially the skill of fluency. [2, p. 337-339]

The goal of teaching the speaking of a student-economist is the ability to speak both with a prepared and unprepared message, the ability to conduct a dialogue with partners (in the future with colleagues, partners, clients, etc.) and adequately respond to the remarks of his interlocutor, take part in discussions, discussions, be able to describe graphs and make presentations. [3 p. 222-223]

When teaching speaking, much attention should be paid to working out the correct pronunciation [4, p. 83-84], melody, intonation of the language, as well as building up vocabulary [5, p.69-70], strengthening grammatical skills and correct translation of the economic test.

Unfortunately, in connection with the enlargement of groups in senior courses with students of different levels (pre-intermediate-advanced), certain difficulties arise with the improvement of oral speech skills. The teacher has to adapt to the existing conditions, take into account the degree of motivation of the students themselves to learn the language and use various techniques and methods to involve all students in the conversation, select the appropriate tasks.

The textbook "Business for English Studies" presents very well conditional-communicative tasks for activating the studied material, the so-called role-play. In the performance of which students receive certain roles and must behave in accordance with their role and the given situation. It should be pointed out that this is an excellent task, in which students, firstly, fully use the introduced vocabulary and, secondly, develop their professional skills as future specialists - economists

and managers and learn to defend their point of view, discuss and come to consensus. In enlarged groups, role-playing games allow you to divide the whole group into subgroups, in which all participants are involved in the speaking process, each expresses himself in accordance with his task. It is very interesting to listen to their statements and ways of solving this or that dilemma. [2 p. 69-71]

The aspect of speaking is divided into two parts: monologue speech and dialogic. Dialogues should be an integral part of the lesson. For many students of different level groups, this aspect presents a certain difficulty. The task of the teacher is to teach economics students how to negotiate or learn how to communicate with a client.

In dialogic speech, two types of dialogues are distinguished: natural and educational. In the conditions of professionally oriented teaching of English, educational dialogues are used, which should later lead to the conduct of natural dialogues. Educational dialogues are built on a natural dialogue model.

CONCLUSION

Teaching a foreign language, in particular, English as a means of professional communication, offers a scientific and practical orientation, connection with major disciplines.

In modern higher education, rather high requirements are imposed on the knowledge of a foreign language by a student-future professional economist. Therefore, the role of the discipline "Professional-oriented foreign language" has grown significantly.

REFERENCES

1. Vilensky M.Ya., Obratsov P.I., Uman A.I. Technology of professionally oriented education in higher education. -Eagle. OSU, 2010
2. Gavrilova E.A., Ordynseva N.G. Students of economics digital portfolios as a means of increasing their employability in collection: Liberal Education in

Economics University Proceedings of the IV International Scientific and Practical Correspondence Internet Conference. 2016. S. 337-341.

3. Tsilikova M.S., Avvakumova I.V. Education in English: pros and cons. Science symbol. 2016. No. 5-2(17). pp. 221-225