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THE MECHANISM FOR INCREASING THE SOCIAL ENGAGEMENT OF STUDENTS IN THE PROCESS OF TEACHING ENGLISH (ON THE EXAMPLE OF THE PROCESS OF PREPARING FUTURE ECONOMISTS)

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ABSTRACT

The increasing importance of English as an international language has resulted in the expansion of one particular aspect of English Language Teaching, namely the teaching of English for Specific Purposes. This relatively new aspect of English Language Teaching has its basis in an investigation of the purposes of the learners and the set of communicative needs arising from those purposes. Consequently, the aim of this study is to offer some immediately accessible guidelines into teaching English to students in Economics.

KEYWORDS: *Learning Styles, Needs Analysis, Teaching English, Student Of Economics, Mechanism, Social Engagement.*

INTRODUCTION

English is the most-spoken language in the world. If you're reading this article, you may be one of the 379 million native English speakers, or one of the 753 million people who speak it as a second language and a lot of people know the language.¹ This indicates the amazing success of English as the lingua franca of economics, travel and worldwide relations. The relative ease with which English can be picked up (especially compared with Chinese) and the outstretched soft power of US culture means that English will proceed to dominate the world stage for the expected future.

When teaching English for economics, the connection between content, general vocabulary and specialized terminology is obvious. Therefore, finding interesting texts concerning the latest information in this field, meeting the challenging and changing needs and expectations of the

learners, using eclectic teaching methods and techniques adapted to the students' learning strategies can lead to successful English classes.²

The best effects of teaching English language for future economists, especially by this book should be reflected in the personal development and professionalism of graduates, who will be competent with a good language command in the world market and science arenas. They will be active at learning news consistently, studying new forms of research, reading professional literature, writing specialized articles, making presentations, and leading research teams. Furthermore, it is important to mention that all measures and actions of organizing ESP (English for Specific Purposes) - courses are performed for developing students comprehension, thinking, dialoguing in English strategies and, of course, to reach the best levels of practicing owned knowledge and skills in their further specialized and research activities as modern specialists with independent English communication. Providing economic students with specific knowledge and skills, especially English for Economists will contribute to their further completion and make them professionally capable to work in possible fields.

Motivation is an important part of learning. Students, contrary to young learners who can study for the sake of a good grade or other indirect rewards, put forth sustained efforts for some other goals than the express enjoyment of the activity itself. Internal and external factors that promote learners' reasons for learning are challenges and promotions at work, claims for English literacy, overseas tasks and trips, workshops and conferences in English, welcoming foreign visitors, professional differentiation and specialization, e-communication. Besides, students have accurate, personality reasons for being in an economics course and learning English.

Learning styles

Students may be grouped according to their preferred learning styles. Using multiple learning methods for learning is a comparatively new approach to teaching. Differences in cognitive styles impact learners' priorities for a separately approach to learning. Discipline styles are 'specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed and more transferable to good positions.

The activities referred below are part of the methodology used for designing a lesson scheme based on the concept and term "crypto currency", and aimed at teaching business English. The objectives pursued by the teaching staff could be: teaching specialized vocabulary, developing students' reading, listening, speaking and listening skills through audio-visuals (video, online dictionaries, online learning platforms – if applicable, a variety of teaching resources provided by British Council. Teaching English - <https://www.teachingenglish.org.uk/resources/adult>

Introducing new vocabulary.

The teacher shows the students different kinds of currency (for example, bitcoin/Ripple/Ethereum) and provides their definition alternative to this technique could be the "flipped learning", a learner-centered approach, with topics explained in greater depth, with information conveyed before the English class. The website <https://www.incomeninjas.com> provides valuable information about this kind of digital money. The paragraphs can be used in very different ways, depending on the language skills considered by the teacher. The experience of planning and designing an appropriate course in English that suits students in Economics can

be very challenging, as teachers are often faced with various complexities and problems. Traditionally, the first interpretation was widely used and accepted.

Training strategies in teaching English to students in Economics

One of the important goals in learning a foreign language is to develop the skill of listening comprehension. Listening activities often prove to be time-consuming. After listening to some passage, most of the students usually make complaints about all being too fast or different students recall the passage differently. Every individual student has his or her own specific purpose for learning Economics in English.³ A needs analysis is an essential starting point in teaching students, as teachers cannot really address a student's specific needs unless they are absolutely clear about what they are. A successful English course for students in Economics is one that is learner-centred and helps to meet the foreign language needs of the learners.

In the Conclusion, a method is a way of teaching. The choice of a method is dependent on the teacher's approach, namely what he/she believes about how people learn or how teaching helps people learn. Any teacher then has to make methodological decisions about the course aims, the teaching techniques, the type of activities, the methods of assessment. Despite the various methods that could be approached by language teachers, many of them nowadays do not follow one single method. Over the years, they develop a personal methodology, built from their own selection of what they consider to be the best and most appropriate of what they have learnt about. There are individual preferences regarding how students like to communicate and learn. A complete repertoire of teaching and learning approaches improves learning. Students who approach the learning process with a wide range of strategies have more options available for meeting expectations. It is obvious that well-known methods can be accompanied by new ones, which can get students motivated and interested in the subject, join peers to fulfill tasks, solve problems, contribute with ideas and their creativity, produce portfolios and, most importantly, enjoy learning business English in a comfortable, encouraging, stress-free environment. The mechanism for increasing the social engagement of economist's students in the process of teaching Learning English depends on their movement, interest and motivation. These methods are really useful for learning English economists students.

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