



Methods Of Teaching Financial Terms to Students of Non-Philological Disciplines with The Help Of ICT

Babajanova Nilufar Tajimuratovna

Teacher
Department of "Natural-Scientific and Humanitarian sciences" of the Correspondence faculty, Tashkent institute of Finance

ABSTRACT

This article presents different techniques for teaching and learning financial English terms. Techniques for vocabulary learning and instruction are applicable to many foreign language learning situations. The choice and usage of an adequate teaching/learning technique should be wisely crafted and well-planned.

Keywords:

Financial Terms, Non-Philological Disciplines, Teaching Techniques, Context-Dependent, Case Study, Terminological Vocabulary, Cognitive-Discursive.

Everyone knows that the effectiveness of the educational process is largely determined by teaching methods. The concept of "methodology" is translated from ancient Greek as a way of research, theory, and teaching. Hence, the methodology, in the most general sense of the word, is a way of teaching a certain academic subject. The role and significance of the methodology in the field of the humanities is constantly increasing in modern conditions. If education in the field of natural sciences is less susceptible to changes due to the dynamics of social life, then economic education responds most directly to changes in social development. Therefore, the problem of improving the methods of teaching economics is becoming more and more urgent. The level of training and the effectiveness of teaching any discipline directly depends on the interaction of the "teacher-student" link.

Finance in this regard is no exception. There is nothing to replace the atmosphere of creativity that arises during direct

communication between the teacher and students. In educational practice, the following forms of the educational process in teaching the social sciences have developed that have fully justified themselves: lectures, independent work, seminars, consultations, tests, exams, and various forms of extracurricular work. None of these forms can be recognized as universal, capable of replacing others. The forms of the educational process are interconnected, interdependent and logical. The methodology of one form of work has a significant impact on another.

At the beginning of the XXI century, the teaching of language disciplines in higher education has undergone a number of significant changes concerning both the organization of the educational process and the goals and methods of teaching, its structure and content. In conditions of high competition in the labor market, the need for specialists who are able to effectively carry out professional communication in foreign languages is

increasing, which is closely related to the global trends in the globalization of science and production. Of course, effective professional communication in a foreign language is impossible without knowledge of terminological vocabulary, since today the communicative functions of terminology are not limited to serving language activities within a certain national community. The terminology of any modern industry is aimed not only at satisfying internal, national professional communication, but also at external, international contacts, and the international function of terminology is increasingly growing. Modern processes of globalization contribute to the enrichment of the conceptual apparatus of science and production, which causes the need for new lexical units for their nomination and, accordingly, the quantitative and qualitative growth of the terminological fund of developed languages.

We have defined the next scientific principle of studying professional terminology in higher education as the principle of communicative actualization of terminological vocabulary in discourse. Today, one of the most promising areas of study of sectorial terminological vocabulary is cognitive-discursive, which is based on "the definition of language as a cognitive process carried out in communication and provided by special cognitive structures and mechanisms in the human brain." New terminological vocabulary enters and is consolidated in professional discourse as a result of the cognitive activity of a specialist in a particular industry, which consists in conceptualizing and categorizing new and existing different types of knowledge. The complex nature of cognition is due to the multiplicity of objects of the surrounding world, their characteristic differences, as well as the degree of cognition and emphasis in consciousness, which presupposes the interconnection and integration of various cognitive levels. The main ones are three: empirical perception (perceptual-objective activity), conceptual comprehension and interpretive-evaluative comprehension. At the same time, the analog capabilities of human thinking make it possible to effectively integrate

new knowledge into an existing system, which is reflected at the verbal level, namely, when terms are used in professional discourse. In particular, studies of a number of languages have shown that up to 80% of the terms functioning in them are formed according to compact, stable reproducible models, the number of which ranges from 7 to 10. It should be noted that the content plan of a term is precisely a concept, not a concept, which at the moment differ in specialist terminologists, despite the fact that "concept" and "concept" are certainly phenomena of the same nature. The fact that in different special discourses the same terminological lexemes can be used to designate different concepts is explained by the operation of the universal law on the economy of linguistic resources, as well as by the peculiarity of modern industry terminology, which consists in the desire of specialists to build motivated terms with predictable semantics. Thus, the full meaning of the term can be revealed only in professional discourse, where it is used only in one specific meaning, correlating with only one concept. At the same time, the actualization of the linguistic unit of its syntagmatic properties, based on the meaning of the lexical concretizer, acquires special significance.

Teaching Financial English terms is a challenge that teachers face. First, lexeme meaning found in Financial English is specific, often context-dependent. Students at intermediate level, in general, find it difficult to understand the meaning and make nouns or compounds memorable. The form (pronunciation, spelling) of lexemes is another problematic aspect when it comes to students' output.

However, there are many effective ways to teach new lexemes through the usage of ICT. One of them is case study method. Case studies represent a valuable teaching technique. Unlike using lexemes in a sentence, case studies provide a wider context in which students can eventually learn some new nouns or compounds that appear in the text. There are some characteristics of an effective case study: "a good case presents an interest provoking issue and promotes empathy with the central characters" understanding the meaning of this

noun and it promotes critical thinking in classroom. Sub-prime mortgages entered Financial English vocabulary in 2007 when "loans to sub-prime borrowers, which had previously registered high profits, turned sour as millions of borrowers were unable to keep up repayments on their loans and defaulted on their debts" (General Secretariat of the Council 2012: 4).

As for the other techniques, we can use fill-in task and matching exercise (new key words-definitions), semantic mapping, picture using, true/false exercise, pictorial vocabulary teaching, key vocabulary review by using Power Point presentation, teaching through specialized journals and many others.

Equally important is the principle of continuity and structural unity of the course "Foreign language (professional orientation)", according to which the terminological phenomena proposed for study do not duplicate the topics of previous years of teaching a foreign language, but supplement and expand the material already passed, allowing students to have a more systematic understanding of the terms being studied. The proposed some scientific principles for studying professional terminology in a non-linguistic university should, in our opinion, contribute to the effective assimilation of terminological vocabulary for reading original special literature and successful professional communication in a foreign language, which reflects modern trends and requirements for teaching in higher education.

Bibliography

1. Volodina M.N. Theory of terminological nomination [Text] / M.N. Volodina - M, 1997. - 182 p.
2. Azimbayeva R.Y. Effective methods of working with video materials. Web of scientist: International scientific research journal. Vol. 2 No. 04 (2021): WOS. 454p.
3. Azimbayeva R., Murodova N. Teaching monological and dialogical forms of speech in foreign language at high schools. PJAEE, 18 (4) (2021), 3009p.

4. Bakirova H.B. Formation of lexical skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776-0995 Vol. 2, Issue 5, 2021, Indonesia.
5. Bakirova H.B. (2021) "Development of lexical competence based on content - based approach in ESP teaching, "Mental Enlightenment Scientific-Methodological Journal: Vol. 2021: Iss. 5, Article 19. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/19>
6. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.
7. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 <http://summusjournals.uz/index.php/ijdiie>
8. Bakirova H.B. Terminological competence of the specialist in training vocabulary of specialty/ Web of scientist: International scientific research journal. ISSN 2776-0979 Vol. 2, Issue 5, 2021, Indonesia.
9. Bakirova H.B. Typology of methodological and linguistic difficulties in the formation of lexical competence. ACTA NUUZ. 1/5/1 2021. 44p. <http://science.nuu.uz/uzmu.php>