



LINGUISTIC FEATURES OF ECONOMIC TERMS AND THE METHODOLOGY OF THEIR TEACHING

Djamalutdinova Barno Ramizitdinovna

Senior Teacher of the "Foreign Languages" Department

Nordic International University,

Email: djamalutdinovabarno@gmail.com

Abstract

This article comprehensively covers innovative approaches to the technique of teaching economic terms. Since the traditional methods of teaching do not fully meet the modern requirements of education, the significance of using creative and interactive teaching methods in the learning process is becoming increasingly important. In this regard, such methods as contextual learning, morphological analysis, phraseological and collocational learning, analogy and contrast, and dialogue and role-play contribute not only to the assimilation of economic terms, but also to their effective application in real economic processes. Global experience shows that when innovative methods are used in teaching economic language, students have the opportunity to independently analyze, critical thinking, and deeply master linguistic competence.

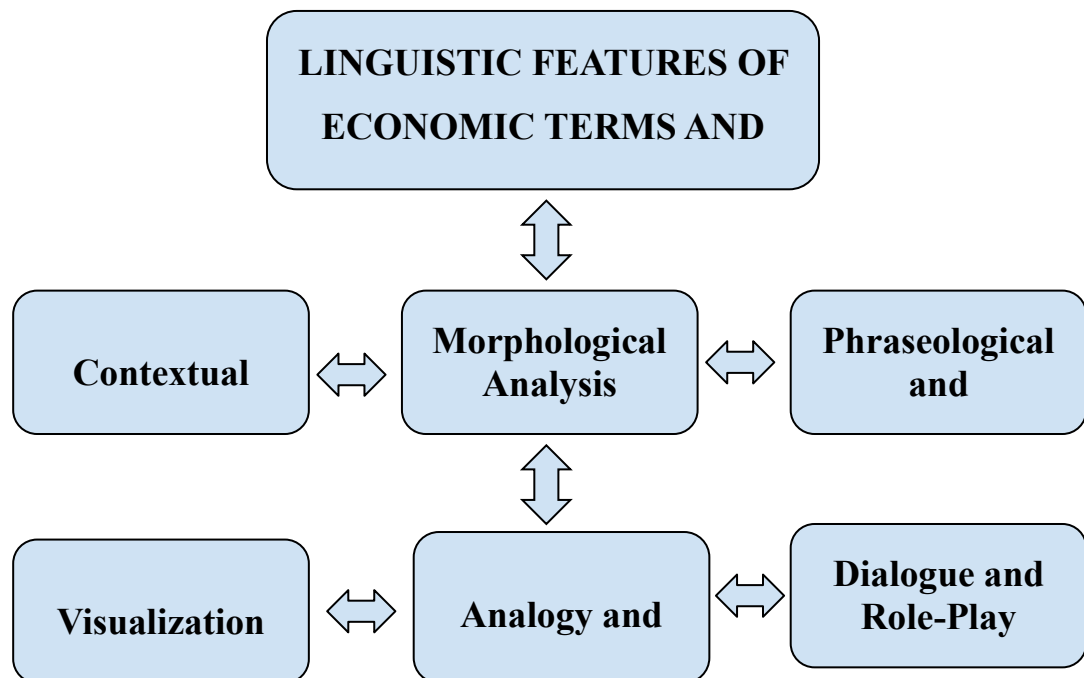
Keywords: Economic terms, linguistic features, innovative methodology, interactive education, economic language teaching, contextual teaching, gamification, case study, artificial intelligence.

Introduction

Economical terms are specialized words and phrases used in the fields of economics, economics, finance, economics, business, and management, which have a specific scholarly and professional significance. The linguistic characteristics of these terms can be studied in several ways. First of all, they possess the properties of accuracy and firmness. That is, the economic term is



not interpreted differently in everyday speech, but its meaning is connected only with the relevant economic context. For instance, words like "inflation" or "asset" are used only in economic and fiscal contexts. Consequently, students should also understand not only the meaning of terms in the vocabulary, but also their use in a context.



Contextual teaching is the training of terms not as separate lexical definitions, but as real economic conditions, news, articles, or statistical examples. Pedagogically, this ensures that the student perceives the meaning in a "live" context and contributes to long-term memory. For classroom implementation, first real-life material (local market prices, bank reports, or government reports) is selected, students are tasked with finding terms based on this information and analyzing their use within the text. For example, when teaching "inflation," local stores' 6-month price changes are given, and groups use this information to explain the concept of consumer price index. Assessment is carried out by reflection writing, identifying terms within the text, and analyzing their context. Newspapers and publications are used as a low-tech option.



***Modern American Journal of Business,
Economics, and Entrepreneurship***

ISSN (E): 3067-7203

Volume 01, **Issue** 09, **December**, 2025

Website: usajournals.org

***This work is Licensed under CC BY 4.0 a Creative Commons
Attribution 4.0 International License.***

The visualization methodology involves representing complex economic relations through graphs and diagrams. The pedagogical basis is visual learning, which helps to quickly grasp especially graphic-analytical concepts. In practice, students use terms by plotting demand and supply graphs, showing inflation trends on a linear graph, or by creating a "value chain" infographic. For example, when teaching "elasticity," a table of different prices and quantities sold is given, from which the students draw a graph and explain elasticity. Assessment is carried out based on the accuracy of the graph and the written explanation.

In the comparison method, foreign and Uzbek equivalents of economic terms are compared, the root of the word, semantic differences, and connotations are analyzed. Pedagogical benefit - understanding the linguistic roots of terms and the ability to translate them correctly. Practical step: prepare an Uzbek-English dictionary form, students take a term in groups and present its English, Russian, and Uzbek variants in context. Example: Show the nuances of "investment" and "capital," discuss which term is preferably used in which professional document. Evaluation is obtained through translation decisions and argumentative comments.

In the Uzbek language, many economic terms are morphologically derived from Latin or English roots and are used in modified or unmodified form. For example, words such as 'monetarization', 'privatization' or 'dividend' can be taught to students through new morphemic structures. Thus, using the method of morphemic analysis, it is easier to distinguish the root, prefix, and suffix of the term, to form new terms, and to work with them.

Economical terms semantically often express abstract concepts. For example, terms such as "capital," "investment," and "profit" refer to many economic processes and concepts. At the same time, their meaning can vary from context to context; The concept of "profit" can be interpreted differently from a financial, economic, or social point of view. For students, it is important to explain the meaning of the term not only through a dictionary, but also through real economic examples and practical texts.

Economical terms are syntactically often used in phraseological combinations and expressions. For example, phrases like "debt obligation" or "tax exemption" help to fully understand the term. Therefore, it is very important to teach students



how to correctly use the term in a syntactic context. At the same time, the pragmatic aspect is not overlooked, since these terms are widely used in professional communication, official documents, and reports. Therefore, it is necessary to explain to students the place and form of use of the term.

When teaching economic terminology, several methods are effective. With the help of the contextual method, terms are explained not separately, but within the text, using examples from real texts, such as articles or reports. The latter helps students better understand the semantic and pragmatic aspects. The method of morphemic analysis allows mastering the morphological aspect by teaching the term by dividing it by root, prefix, and suffix.

However, in the method of phraseological and collocation learning, the term is taught together with individual words or phrases, for example, "debt obligation" or "management of the asset balance sheet." It reinforces syntactic and lexical aspects. With the help of the method of analogy and contrast, new terms can be explained by comparing them with concepts familiar to students.

By comparing, for example, the concept of "capital" with "property" or "resources," it becomes easier for the student to perceive abstract concepts. Also, through dialogue and role-playing games, students communicate in a simulated work process using economic terms, which increases their pragmatic and social skills.

This approach integrates economic terms with history, sociology, law, or ecology. Pedagogical basis - contextualization of knowledge and systemic thinking. In practice, a joint lesson or project is organized with teachers of other disciplines; students analyze the social or historical consequences of the economic term. Example: economists, historians, and lawyers work together on the topic of "privatization." Assessment is carried out using a multi-criteria rubric.

The evaluation for each methodology should be based on clear criteria: defining the term, using it in context, analytical application, and presentation/cooperation. Teaching recommendation - combining formative (quick assessments within the lesson) and summative (project, test) elements. Practical criteria: is the definition clear, is the example logical, is the term used correctly and professionally. Today, effective teaching of economic terms



requires not only the transfer of theoretical knowledge, but also the development of students' practical and analytical skills.

In conclusion, economic terms possess such features as linguistic clarity, morphological complexity, semantic abstraction, syntactic combinations, and pragmatic flexibility. Consequently, teaching them requires the use of methods that take into account all aspects of the language. Contextual methods, morphemic analysis, phraseological combinations, analogy and contrast, as well as role-playing methods allow students to understand economic terms more deeply and apply them in practice. Through their application, students can deeply understand economic concepts, form linguistic competence, correctly use terms in real situations, and develop economic thinking. In this regard, the widespread introduction of innovative methods based on foreign experience in the education system of Uzbekistan is relevant.

REFERENCES

1. Becker, W. E., & Watts, M. (2001). Teaching Economics at the start of the 21st century: Still chalk-and-talk. *American Economic Review*, 91(2), 446–451. <https://doi.org/10.1257/aer.91.2.446>
2. Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. Washington, DC: The George Washington University.
3. Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>
4. Salemi, M. K. (2005). Teaching economic literacy: Why, what, and how. *International Review of Economics Education*, 4(2), 46–57. [https://doi.org/10.1016/S1477-3880\(15\)30121-4](https://doi.org/10.1016/S1477-3880(15)30121-4)
5. Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *The Cambridge handbook of the learning sciences* (pp. 97–115). Cambridge: Cambridge University Press.
6. Yuldasheva, D., & Mirzaeva, N. (2021). Innovative approaches to teaching economics in Uzbekistan: Challenges and perspectives. *Journal of Central Asian Studies*, 28(3), 115–127.