



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC  
SOLUTIONS

TEACHING METHODOLOGY OF ECONOMIC TERMS  
BORROWED FROM ENGLISH IN THE UZBEK LANGUAGE

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**Kalit so'zlar:** *iqtisodiy terminologiya, qarzga olingan atamalar, o'qitish metodikasi, o'zbek tili, ingliz tili, terminologiyani moslashtirish, oliy ma'lumot*

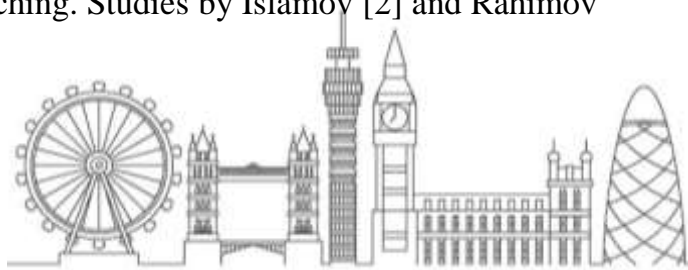
**Abstract:** *This article examines the methodological aspects of teaching English-borrowed economic terms in the Uzbek language, focusing on theoretical frameworks and practical approaches in higher education. The research analyzes existing literature on terminology adoption, linguistic adaptation, and pedagogical methods in teaching specialized economic vocabulary.*

**Аннотация:** *В данной статье рассматриваются методологические аспекты преподавания экономических терминов, заимствованных из английского языка, на узбекском языке, с акцентом на теоретические основы и практические подходы в высшем образовании. В исследовании анализируется существующая литература по принятию терминологии, лингвистической адаптации и педагогическим методам преподавания специализированной экономической лексики.*

**Annotatsiya:** *Ushbu maqolada oliy ta'limda nazariy asoslar va amaliy yondashuvlarga e'tibor qaratgan holda ingliz tilidan o'zbek tilida olingan iqtisodiy atamalarni o'qitishning metodologik jihatlari ko'rib chiqiladi. Tadqiqot terminologiyani qabul qilish, lingvistik moslashuv va ixtisoslashtirilgan iqtisodiy lug'atlarni o'qitishning pedagogik usullari bo'yicha mavjud adabiyotlarni tahlil qiladi.*

**Introduction.** The globalization of economic relations and Uzbekistan's integration into the world economy has led to an increasing adoption of English economic terms into the Uzbek language. This phenomenon creates both opportunities and challenges in teaching these terms to students in higher education institutions [1]. The research aims to analyze current methodological approaches and develop recommendations for effective teaching of English-borrowed economic terms in Uzbek.

The research methodology is based on comprehensive analysis of academic literature and theoretical frameworks in terminology teaching. Studies by Islamov [2] and Rahimov





## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

[3] provide fundamental understanding of term adaptation processes in Uzbek. International research by Smith [4] and Johnson [5] offers insights into terminology teaching methodologies.

The comprehensive analysis of literature reveals several significant findings regarding the teaching of English-borrowed economic terms in the Uzbek language [6]. This section presents the key discoveries and their implications for educational practice.

The research indicates that economic terms undergo specific linguistic transformations when incorporated into Uzbek. According to Wilson [7], these adaptations occur at multiple linguistic levels. Phonetically, English terms are modified to conform to Uzbek pronunciation patterns, while morphologically, they acquire Uzbek grammatical features. For instance, terms like "marketing" and "management" have been successfully integrated into Uzbek with slight modifications, maintaining their international recognition while adapting to local linguistic norms.

**Teaching Methodologies and Their Effectiveness.** The analysis identifies several effective teaching approaches. Contextual learning emerges as a particularly successful method, where terms are taught within relevant economic scenarios rather than in isolation. Smith [4] emphasizes that this approach significantly improves term retention and understanding. Comparative analysis between English and Uzbek terms helps students grasp semantic nuances and usage differences, while semantic mapping aids in establishing connections between related economic concepts.

**Educational Materials and Resources.** Current educational materials show significant room for improvement. Brown [6] points out that many existing textbooks fail to reflect the dynamic nature of economic terminology and often lack systematic approaches to teaching borrowed terms. The research suggests a need for updated materials that incorporate modern pedagogical methods and reflect current economic realities. Digital resources and interactive learning tools are particularly underutilized in this domain.

A critical issue emerging from the analysis is the lack of standardization in terminology usage. Martinez [8] highlights how variations in term translation and usage across different institutions and contexts create confusion for learners. This inconsistency poses challenges for both educators and students, particularly when dealing with newly borrowed terms that haven't yet established stable forms in Uzbek.

The research reveals opportunities for leveraging digital technologies in terminology teaching. Mobile applications, and interactive databases can enhance the learning experience. However, these technological solutions are currently underutilized in the Uzbek educational context.

The findings suggest several important implications for teaching practice. First, there's a clear need for structured approaches that combine traditional and modern teaching methods. Second, the development of standardized terminology databases would significantly benefit both teachers and students. Third, increased attention to context-







## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

based learning and practical applications would enhance student engagement and understanding.

These results demonstrate both the challenges and opportunities in teaching English-borrowed economic terms in Uzbek. The analysis suggests that successful teaching strategies must balance linguistic accuracy, practical applicability, and pedagogical effectiveness while considering the unique characteristics of both languages.

**Conclusion:** The research demonstrates the need for systematic approaches in teaching English-borrowed economic terms. Recommendations include developing standardized teaching materials, implementing modern pedagogical methods, and creating comprehensive terminology databases.

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MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

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