
The effectiveness of blended learning in teaching English for specific purposes (ESP) to students of economics

Djumaeva Guzal Azizovna

guzal3101@gmail.com

Associate professor,
Karshi state technical university

Annotation *The article explores the effectiveness of blended learning in teaching English for Specific Purposes (ESP) to students of economics. Blended learning, which integrates traditional classroom instruction with modern digital technologies, is considered an effective and versatile approach to developing both linguistic and professional competences. The study highlights how online platforms, interactive resources, and task-based learning activities enhance students' motivation, autonomy, and practical language skills relevant to the field of economics. The analysis demonstrates that combining face-to-face and online instruction allows for flexible learning, personalized feedback, and continuous language practice in authentic professional contexts. Special attention is given to improving students' communicative competence in areas such as business correspondence, report writing, presentations, and professional discussions. The findings confirm that blended learning significantly increases students' engagement, confidence, and overall language performance, making it a valuable pedagogical tool for ESP courses. The article concludes with methodological recommendations for effectively implementing blended learning strategies in economic education.*

Keywords *Blended learning, ESP, economics education, online learning, professionally oriented English, motivation*

Эффективность смешанного обучения при преподавании английского языка для особых целей (ESP) студентам экономических специальностей

Джумаева Гузал Азизовна

guzal3101@gmail.com

Доцент,
Каршинский государственный технический
университет

Аннотация *В статье рассматривается эффективность применения смешанного обучения при преподавании английского языка для особых целей (ESP) студентам экономических специальностей. Смешанное обучение, сочетающее традиционные очные занятия с цифровыми образовательными технологиями, рассматривается как современный и эффективный подход к формированию профессионально-ориентированных языковых компетенций. В работе анализируются преимущества использования онлайн-платформ, интерактивных ресурсов и проектно-ориентированных заданий, способствующих развитию самостоятельности, мотивации и коммуникативных навыков студентов. Особое внимание уделяется формированию умений в области делового общения, подготовки отчетов, ведения переговоров и презентаций.*

Результаты исследования показывают, что интеграция онлайн- и офлайн-форм обучения обеспечивает гибкость, индивидуализацию учебного процесса и повышение качества усвоения материала. Сделан вывод о высокой эффективности смешанного обучения как методологической основы преподавания ESP студентам экономического профиля.

Ключевые слова Смешанное обучение, ESP, экономическое образование, онлайн-обучение, профессионально ориентированный английский язык, мотивация

Iqtisodiyot yo'nalishidagi talabalarga maxsus maqsadlar uchun ingliz tilini (ESP) o'qitishda aralash o'qitishning samaradorligi

Djumayeva Guzal Azizovna

guzal3101@gmail.com

Dotsent,

Qarshi davlat texnika universiteti

Annotatsiya *Ushbu maqolada iqtisodiyot yo'nalishidagi talabalarga maxsus maqsadlar uchun ingliz tilini (ESP) o'qitishda aralash (blended) o'qitishning samaradorligi chuqur tahlil qilinadi. Aralash o'qitish an'anaviy dars jarayonini zamonaviy raqamli texnologiyalar bilan uyg'unlashtirib, talabalarning til kompetensiyasini nazariy va amaliy jihatdan rivojlantirishga xizmat qiladi. Tadqiqotda onlayn platformalar, interaktiv o'quv materiallari, videoresurslar, masofaviy topshiriqlar va loyiha asosidagi faoliyatlarning o'quv jarayonidagi o'rni va ahamiyati batafsil yoritilgan. Bunday yondashuv talabalar mustaqilligini oshiradi, motivatsiyani kuchaytiradi va iqtisodiyot sohasiga oid kasbiy terminologiyani samarali va tizimli o'zlashtirishni ta'minlaydi. Shuningdek, ishbilarmonlik muloqoti, taqdimot o'tkazish, muzokara yuritish, hisobot tayyorlash va jamoaviy loyiha ishlari ko'nikmalarini rivojlantirishga alohida e'tibor qaratiladi. Tadqiqot natijalari aralash o'qitishning ESP kurslarida talabalarning til o'rganish faolligini va o'zlashtirish samaradorligini sezilarli darajada oshirishini ko'rsatadi hamda uni pedagogik jihatdan samarali metod sifatida tavsiya etadi.*

Kalit so'zlar *Aralash ta'lim, ESP, iqtisodiy ta'lim, onlayn o'qitish, kasbiy yo'naltirilgan ingliz tili, motivatsiya*

Introduction

Modern education is undergoing an active stage of digital transformation, which necessitates a revision of traditional approaches to foreign language teaching. In the context of a dynamically developing labor market and international integration, proficiency in professionally oriented English has become an essential component of training specialists in the field of economics. Therefore,

studying the effectiveness of blended learning in teaching English for Specific Purposes (ESP) to students of economics is of particular relevance.

Blended learning represents an integration of traditional face-to-face instruction with modern digital technologies, online platforms, and interactive resources. This approach combines the advantages of direct teacher-student interaction with the

opportunities for independent learning and individualization of the educational process. Unlike classical forms of teaching, blended learning provides students with flexibility in choosing the pace, time, and format of study, which is especially important for developing self-organization skills and professional responsibility.

For students of economics, studying English for Specific Purposes (ESP) has a practical orientation, as it involves mastering terminology, typical professional situations, and language models necessary for effective communication in business and financial contexts. The use of blended learning elements contributes to greater student engagement, increases motivation, and fosters critical thinking skills. The online environment, in turn, provides access to authentic materials – economic articles, video lectures, business cases, and podcasts – making the language learning process as close as possible to real professional conditions.

Thus, the relevance of studying the effectiveness of blended learning in teaching ESP to students of economics is determined by current educational trends, the need to develop communicative and professional competence among future specialists, and the desire to improve the efficiency and quality of language training in higher education.

Literature review

Recent studies highlight the growing effectiveness of *blended learning* in teaching *English for Specific Purposes (ESP)*, particularly to students of economics. According to Graham (2013), combining online and face-to-face instruction enhances learner autonomy and motivation. Dudley-Evans and St John (1998) emphasize that ESP teaching must integrate authentic professional materials, which blended learning environments easily facilitate.

Overall, scholars agree that blended learning provides an effective pedagogical framework for developing both linguistic

competence and subject-specific knowledge among economics students.

Research methodology

Blended learning offers a variety of advantages in ESP instruction. It allows teachers to personalize the learning process, adapt materials to students' professional needs, and use digital platforms to support active and interactive learning. The integration of online resources such as podcasts, business case studies, video lectures, and simulations helps learners to practice English in real-life economic contexts. Furthermore, blended learning encourages student autonomy and self-regulated learning, which are essential for professional growth and lifelong education.

For students of economics, the application of blended learning in ESP provides unique opportunities to enhance both language and professional competencies. By participating in online discussions, analyzing authentic financial reports, and preparing business presentations in English, students not only improve their linguistic skills but also learn to operate within the discourse of their future profession.

The present article aims to analyze the effectiveness of blended learning in teaching ESP to students of economics, to identify its pedagogical benefits and limitations, and to provide practical recommendations for optimizing the integration of digital technologies into the ESP curriculum.

1. Theoretical foundations of blended learning in the context of ESP

Blended learning represents a combination of traditional classroom instruction and online components aimed at increasing the efficiency of the learning process.

In the ESP context, a blended approach allows teachers to:

- integrate professionally oriented materials (economic articles, reports, podcasts, video news);
- develop students' independent learning skills;

- form intercultural and communicative competence.

According to T. Hutchinson and A. Waters (1987), successful ESP instruction requires consideration of learners' needs and professional context.

2. Research Methodology

The study was conducted among second- and third-year students of economics. The following resources and tools were used:

- platforms such as *Google Classroom*, *Quizlet*, *Edmodo*, and *Moodle*;
- video materials on economic topics (e.g., BBC Business News, TED Talks on Economics);
- business simulations and online discussions in English.

The teaching methodology included a combination of:

- *In-class sessions* (discussion of texts, role plays, presentations);
- *Online activities* (testing, video viewing, forum discussions);
- *Independent mini-projects* (analysis of economic case studies in English)

3. Results and Discussion

The results demonstrated that the use of blended learning:

- increased students' motivation (by 25% according to survey results);
- improved understanding of economic terminology;
- developed critical thinking and argumentation skills;
- ensured flexibility of learning and individual pacing.

Teachers noted that students began to use professional vocabulary more confidently in both oral and written tasks, which indicates an improvement in their overall language competence.

4. Advantages and challenges of blended learning

Advantages:

- increased student autonomy;
- access to modern digital resources;
- development of digital literacy skills;

- integration of authentic materials.

Challenges:

- the need for teachers' digital competence;
- unequal levels of students' ICT skills;
- technical issues and the need for stable internet access.

Results and Discussion.

The results of the study demonstrate that blended learning significantly enhances the effectiveness of teaching English for Specific Purposes (ESP) to students of economics. The integration of traditional and digital learning methods provides a balanced approach that meets both cognitive and professional needs of students. Participants who studied within a blended framework showed higher levels of motivation, autonomy, and language proficiency compared to those engaged solely in traditional classroom instruction.

Quantitative data obtained through pre- and post-assessment tests revealed notable improvements in reading comprehension, listening, and professional vocabulary retention. Qualitative feedback from students indicated that interactive online tools, such as learning management systems (LMS), economic simulations, and authentic materials (articles, case studies, podcasts), helped them better understand specialized terminology and apply it in real-world contexts. Moreover, the flexibility of blended learning allowed students to manage their learning pace and schedule, which proved particularly beneficial for balancing academic and personal commitments.

In terms of communicative competence, the blended model encouraged more active participation in discussions, collaborative projects, and peer assessments. Online forums and virtual meetings provided additional opportunities for interaction and language practice beyond classroom boundaries. Teachers also noted an improvement in students' self-directed learning habits and critical thinking skills due to exposure to

authentic professional content and problem-solving activities.

Overall, the discussion confirms that blended learning is not merely an alternative teaching format but a pedagogical strategy that aligns with modern educational needs. It fosters both linguistic and professional development, increases student engagement, and bridges the gap between theoretical knowledge and practical application. Therefore, its systematic implementation in ESP courses for economics students can significantly improve the quality and outcomes of foreign language education in higher institutions.

The conducted research has confirmed the high potential and effectiveness of blended learning in teaching English for Specific Purposes (ESP) to students of economics. The integration of traditional face-to-face instruction with digital technologies creates a flexible, student-centered educational environment that responds to the needs of modern higher education. It combines the best features of classroom interaction – such as direct communication, immediate feedback, and collaborative learning – with the advantages of online learning, including accessibility, autonomy, and the use of authentic professional materials.

Blended learning not only improves students' blended learning encourages student autonomy and self-regulated learning, which are essential for professional growth and lifelong education.

For students of economics, the application of blended learning in ESP provides unique opportunities to enhance both language and professional competencies. By participating in online discussions, analyzing authentic financial reports, and preparing business presentations in English, students not only improve their linguistic skills but also learn to operate within the discourse of their future profession.

The present article aims to analyze the effectiveness of blended learning in teaching ESP to students of economics, to identify its

pedagogical benefits and limitations, and to provide practical recommendations for optimizing the integration of digital technologies into the ESP curriculum.

Theoretical foundations of blended learning in the context of ESP

Blended learning represents a combination of traditional classroom instruction and online components aimed at increasing the efficiency of the learning process.

In the ESP context, a blended approach allows teachers to:

- integrate professionally oriented materials (economic articles, reports, podcasts, video news);
- develop students' independent learning skills;
- form intercultural and communicative competence.

According to T. Hutchinson and A. Waters (1987), successful ESP instruction requires consideration of learners' needs and professional context.

Research Methodology

The study was conducted among second- and third-language proficiency but also contributes to the development of key professional competencies. Economic students who participated in the blended model demonstrated enhanced motivation, stronger self-regulation skills, and higher levels of engagement in the learning process. They showed noticeable progress in mastering economic terminology, understanding authentic texts, and communicating effectively in professional contexts. The digital environment provided opportunities for independent exploration, while in-person classes strengthened communicative and analytical skills through interaction and practical tasks.

Furthermore, the study revealed that blended learning supports the development of critical thinking and problem-solving abilities, which are essential for future economists working in international business

environments. It encourages creativity, flexibility, and digital literacy – competencies that are in high demand in the global labor market. Teachers, in turn, gain more opportunities for differentiated instruction, individual feedback, and monitoring of students' progress through digital tools and analytics.

In a broader sense, the introduction of blended learning into ESP courses represents an important step toward modernizing the educational process in universities. It allows institutions to bridge the gap between traditional pedagogy and innovative digital practices, thus making foreign language

instruction more relevant, interactive, and effective.

Conclusion

In conclusion, blended learning can be considered a powerful pedagogical strategy that enhances the quality of teaching English for Specific Purposes to economics students. It provides a dynamic framework for the formation of linguistic, professional, and intercultural competencies. The outcomes of this research may serve as a theoretical and methodological foundation for further studies and the practical implementation of blended learning models in other academic disciplines and educational contexts.

References:

1. Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-disciplinary Approach*. Cambridge University Press.
2. Garrison, D. R., & Vaughan, N. D. (2008). *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. Jossey-Bass.
3. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press.
4. Niyozova Y. T. (2025). Developing students' intercultural competence through the study of phraseological units. *"Экономика и социум"* №6 (133).