



THE ADVANTAGES OF USING AUTHENTIC MATERIALS IN TEACHING ECONOMIC TERMINOLOGY

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Abstract. *This article outlines the pedagogical benefits of using meaningful and authentic materials like economic reports, news articles, financial statements, and market analyses to teach economic terms, with a focus on economic terminology. For instance, authentic materials allow for the contextualized acquisition of vocabulary and subject matter awareness such as the English for Economics teaching concepts (or skills) which help learners become familiar with and better understand language.*

Keywords: *Authentic materials, economic terms, discourse, real-world resource.*

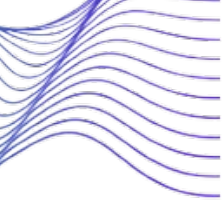
In the age of globalization, students studying economics will require adopting and mastering the tools of language in order to participate in the international education system, including economic terminology. As a corollary, genuine materials are now a valuable asset in ESP programs and language resources that represent common language use and domain-specific concepts. Today, the pedagogical value of their role is acknowledged and promoted in modern communicative and content-focused teaching approaches [1, 34]. This article discusses the primary merits of embedding authentic materials into teaching economic terms.

Authentic materials are defined as texts created for real communicative purposes, and not for instructional design [2, 17]. Authenticity enhances relevance and content understanding in ESP, particularly for learners in business/economics subjects. These materials expose students to real terminology, discourse structures, and communicative behaviours used in the workplace. They also enable learners to acquire the skill set that can be applied directly to workplace tasks and academic research. Researchers point out a few advantages:

- *expanded vocabulary acquisition* [4, 102], which helps students to use economic vocabulary more appropriately and in academic settings and professional environments,
- *better understanding of discipline-specific discourse* [2, 20], which enables students to more accurately interpret economic texts, reports, and lectures,
- *exposure to current economic issues* [1, 41], helping learners to develop critical thinking, analyze data, evaluate arguments, and make informed judgments.

Here are some ideas we have to recommend about the benefits of using authentic materials in teaching economic terminology:

Learn vocabulary within context. Authentic materials expose students to authentic linguistic contexts in which economic terms are used in real-life settings. Contextualization of their everyday language helps learners grasp terminological subtleties, collocations, and functional usage. Contextual input, as Nunan claims, deepens semantic retention and application in realistic domains [4, 105].



Increased motivation and engagement. Genuine resources engender interest since they mirror the academic and the business goals of the learners. Students are motivated more so when they consider classroom duties and the workplace as having direct relevancies. These kinds of materials enable learners to see the way economic vocabulary is implemented in practice in business. They also push students to assume more responsibility for their own learning.

Strengthening critical thinking skills. So authentic economic sources often show real world problems at extreme levels, from severe economic crises to inflation trends to policy discussions. Examining such materials prepares students to assess data, analyze perspectives and build arguments, characteristics which are integral to future economists [2, 23]. These tasks, too, train students' capacity to navigate fast shifting economic circumstances. Also, they become more confident in applying theoretical knowledge to practical situations.

Enhanced communication skills in ESP. By engaging with authentic reading and speaking tasks, students strengthen their capacity for interpretation, summarization, and discussion of economic data. This is in line with ESP communicative objectives and helps in professional communication training [3, 59]. Such work is also useful in helping students to develop their own confidence in communicating difficult ideas succinctly and accurately. Moreover, they make students more prepared to engage with actual economic and workplace dialogue.

The positives show that authentic materials serve not just as words but as cognitive and communication tools. Integrating these tools into their ESP curricula provides for two types of development: *language competence* and *economic literacy*. However, teachers must carefully scaffold the materials since authentic texts may be linguistically dense and culturally multi-layered to make sense of it.

I conclude that real materials are indeed the indispensable source of teaching economic vocabulary. They broaden vocabulary learning, develop discipline-oriented knowledge, improve motivation and encourage critical and communicative thinking. The proper inclusion needs to be organised, aligned with the learners' level of proficiency and for an educational result. And when used well, those materials facilitate deep contextual and meaningful engagements in real economic contexts and spur independent exploration beyond the classroom walls. At their core, they help to develop students' ability to function robustly within the academics, the workforce and international economic spheres.

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