



## DIDACTIC PRINCIPLES OF PROFESSIONALLY ORIENTED ENGLISH LANGUAGE TEACHING IN ECONOMICS EDUCATION

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### ABSTRACT

Professionally oriented English teaching in economics education aims to develop students' ability to communicate within academic and workplace economic contexts. Unlike general English, it focuses on discipline-specific discourse, typical genres, and communicative tasks relevant to economists. This article outlines the key didactic principles that ensure such instruction is effective: professional relevance based on needs, authenticity of economic discourse, integration of language learning with economic thinking, task orientation, gradual scaffolding, learner autonomy, and assessment aligned with real professional outcomes. Using qualitative didactic analysis of ESP and communicative pedagogy, the article proposes a principle-based framework for curriculum design, classroom interaction, and evaluation. The findings indicate that the strongest results are achieved when language forms are taught as resources for performing economic communication, including interpreting data, presenting arguments, and producing coherent written texts. The discussion emphasizes balancing authenticity with accessibility and highlights assessment alignment as a decisive condition for sustainable learning.

**KEYWORDS:** ESP, economics education, professionally oriented teaching, didactic principles, economic discourse, task-based learning, assessment.

### INTRODUCTION

The internationalization of economic activity has made English the dominant medium for research, analytics, and professional exchange. Economics students increasingly need English to read reports, interpret market information, participate in academic discussions, and communicate in business settings. However, many university courses still rely on general language syllabi that prioritize everyday themes and isolated grammar practice. As a result, learners often acquire knowledge about English without gaining the ability to perform professional communication typical of economists.

Professionally oriented English language teaching in economics education is associated with English for Specific Purposes, where the key idea is alignment between language instruction and learners' future professional needs. Yet "professional orientation" is sometimes reduced to terminology learning, while genre competence, argumentation, and pragmatic appropriateness remain underdeveloped. This article therefore addresses the following research goal: to clarify the didactic principles that should guide professionally oriented English teaching for economics students and to interpret how these principles influence curriculum design and assessment. The central assumption is that a stable set of principles improves coherence between aims, content, methods, and evaluation, leading to stronger professional communicative outcomes.

The article is based on qualitative didactic analysis and conceptual synthesis. First, foundational ESP, communicative, and discourse-oriented approaches are reviewed to identify requirements for professional language education. Second, these requirements are interpreted in relation to economics education, where communication is closely connected with analytical reasoning. Third, a framework of didactic principles is formulated by linking typical economic communicative situations with corresponding learning objectives, materials, classroom tasks, and assessment formats. The unit of analysis is the didactic principle, understood as a normative guideline that regulates the relationship between teaching goals, learning content, instructional methods, and evaluation.

The analysis shows that professionally oriented English teaching in economics education depends on several interconnected principles that function as design criteria rather than optional recommendations.

The principle of professional relevance requires that course objectives emerge from communicative tasks students are expected to perform as future economists. This implies that the syllabus should be built around target situations and genres, such as interpreting economic indicators, summarizing research findings, presenting analytical conclusions, writing structured reports, and negotiating decisions. When goals are derived from such tasks, grammar and vocabulary selection becomes purposeful, and learning is perceived as career-related rather than abstract.

The principle of authenticity focuses on the use of economic discourse as the main learning environment. Authenticity should be understood not as the uncritical transfer of difficult texts into the classroom, but as the preservation of genre logic, discourse moves, and typical linguistic features of economic communication. These include precision, data reference, cautious claims, and explicit reasoning. In this way, students learn to recognize and produce language patterns that are valid in professional communities.

The principle of integration stresses that language learning must be connected with economic thinking. Economics communication is analytical by nature; therefore, learning tasks should involve operations such as comparison, evaluation, explanation of causes, prediction, and justification. When students interpret graphs, comment on trends, or defend a recommendation in English, they develop both disciplinary understanding and communicative competence. Integration also prevents superficial learning, because students must connect terminology with meaning and function.

The principle of communicative functionality emphasizes that learning should prioritize purposeful language use. Professionally oriented instruction should encourage learners to communicate with a clear intent: to report, persuade, critique, propose, or defend. This principle is realized when classroom activities culminate in tangible communicative outcomes, for example a short analytical briefing, a mini-presentation with questions, or a written executive summary. In such tasks, accuracy matters, but it is evaluated in relation to clarity and professional appropriateness rather than isolated rules.

The principle of progression and scaffolding ensures that students move from supported performance to independent professional communication. Economic discourse can be cognitively demanding, so learners benefit from staged complexity. Progression can involve moving from describing data to interpreting implications and then to recommending actions, while scaffolding can include model texts, guided templates, and focused feedback on



coherence and evidence use. This approach supports confidence and reduces the risk of overload.

The principle of learner autonomy highlights the need to develop independent strategies for continuous professional language growth. Economists work with constantly updated information, so students should learn how to expand vocabulary through reputable sources, use reference tools responsibly, and revise their writing using self-check techniques. Autonomy is strengthened when learners reflect on communicative goals, monitor their performance, and engage in iterative improvement rather than one-time completion.

Finally, the principle of assessment alignment requires that evaluation measures what the course claims to develop. If the objective is professional communication, assessment must include tasks reflecting professional performance, such as analyzing short economic texts, producing written summaries, presenting data interpretations, or participating in structured discussions. Rubrics should incorporate both linguistic criteria and professional discourse criteria, including logical organization, evidence use, genre conventions, and pragmatic appropriateness. Alignment is crucial because assessment drives learning priorities and signals what counts as competence.

These principles correspond to ESP traditions and communicative pedagogy, but economics education requires a particularly strong link between discourse and analytical reasoning. A frequent methodological mistake is equating professional orientation with terminology memorization. Terminology is necessary but insufficient: without genre competence and argumentation skills, students may know key words but fail to communicate convincingly. Principle-based design addresses this by treating vocabulary as one component of discourse performance.

Another key issue is balancing authenticity and teachability. Economic texts can be complex; therefore, teachers should maintain authentic discourse logic while adapting the degree of difficulty through selection, segmentation, and structured support. Digital resources may enrich authenticity and autonomy, but only when they serve the didactic principles rather than distract from them. Assessment alignment remains the most decisive systemic factor: when tests check only grammar, both teachers and students naturally focus on grammar, undermining professional aims. Thus, the viability of professionally oriented teaching depends on whether institutions accept performance-based evaluation as a legitimate measure of competence.

Professionally oriented English language teaching in economics education becomes effective when it follows a coherent set of didactic principles: professional relevance, authenticity of economic discourse, integration with disciplinary thinking, communicative functionality, progressive scaffolding, learner autonomy, and assessment alignment. Together, these principles connect goals, content, classroom practice, and evaluation, ensuring that students develop the capacity to communicate analytically and appropriately in professional economic contexts. Future empirical studies may test how principle-based course design influences measurable outcomes in speaking and writing performance among economics students.

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