

FINANCIAL ENGLISH FOR UZBEK STUDENTS: PEDAGOGICAL CHALLENGES AND PRACTICAL SOLUTIONS

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ABSTRACT: Learning English for specific purposes (ESP) has become one of the key factors in higher education and professional training. Students acquire foreign language knowledge not only for academic success but also for their future careers in areas such as business, engineering, technology, and medicine. This article explores the challenges faced by Uzbek students, particularly those at Karshi State Technical University, in learning financial and specialized English. It also discusses effective approaches and practical solutions for enhancing ESP teaching, with a focus on communicative competence and professional application.

KEYWORDS: ESP, approach, language study, learning English, needs analysis

INTRODUCTION

In recent decades, the importance of English for Specific Purposes (ESP) has significantly increased due to globalization, technological progress, and the growing role of international cooperation. As Dudley-Evans, St. John, Hutchinson, Waters, and Strevens emphasized in their research, ESP is no longer limited to linguistic aspects but is shaped by the practical needs of learners in different professional fields. Hutchinson and Waters point out that 'English now became subject to the wishes, needs and demands of people other than language teachers'. This highlights the crucial fact that learners study English not as an abstract discipline but as a tool for achieving academic and professional goals.

At universities in Uzbekistan, including Karshi State Technical University, students represent a wide range of academic backgrounds—engineering, economics, energy, and technology. Their level of English proficiency varies, and instructors face the challenge of ensuring that all learners can develop the necessary skills for their future careers. Since Uzbek and English differ significantly in terms of structure and semantics, students often experience difficulties in mastering professional terminology and communication skills.

For example, finance and accounting students need English to analyze international reports, financial statements, and business correspondence. Engineering students must understand technical manuals, patents, and safety standards written in English, while

medical students rely on English to access the latest research publications, clinical guidelines, and international medical conferences. These examples show that ESP is not just about learning vocabulary but about preparing students to operate effectively in real-life professional situations. Therefore, teachers must not only deliver linguistic knowledge but also motivate students to value English as a career-enhancing skill. Raising awareness about the practical role of English—whether in international business, scientific research, or technology—helps students overcome initial challenges. In this regard, ESP in Uzbekistan should be seen as a bridge between language learning and professional growth, preparing graduates to participate in the global labor market.

RESEARCH AND DISCUSSION

Teaching English for Specific Purposes (ESP) requires a clear understanding of learners' professional and academic needs. According to Strevens, ESP is 'not only a matter of teaching English, but of adapting the language to the professional contexts in which it will be used.' This principle is particularly relevant for higher education institutions in Uzbekistan, where students specialize in diverse fields such as engineering, economics, sustainable energy, information technology, oil and gas, geology, and food industry. At Karshi State Technical University, more than 31 specialized departments offer courses that demand different sets of language skills. For instance:

- Economics and Finance students must be able to read international financial statements, business correspondence, and reports.
 - Engineering and Technology students require competence in technical manuals, project documentation, and safety guidelines in English. - Oil and Gas students need to study international case studies, global market reports, and environmental standards
 - Food Industry students benefit from English texts on food safety, global trade regulations, and scientific innovations
- In all these areas, ESP materials must reflect real-life professional contexts, not just general grammar or vocabulary drills. As Hutchinson and Waters argue, 'there is no specific methodology for ESP' instead, the choice of methods should be guided by learners' motivation and the target situation in which they will use English. Unfortunately, one of the most common mistakes observed in ESP teaching in Uzbekistan is the over-reliance on grammar translation and rote memorization. Teachers often spend too much time explaining rules in Uzbek or Russian, leaving little room for real communication. This approach may provide theoretical knowledge but fails to develop the practical communicative competence required in professional settings. To address this, instructors should integrate interactive teaching techniques such as:
- Role-playing professional scenarios (e.g., accountants discussing financial statements, engineers presenting project solutions)

- Case-study analysis using authentic materials from international companies.
- Collaborative tasks that encourage peer-to-peer communication in English. - Use of technology: online simulations, virtual business meetings, and video conferences with international experts. Another significant issue is the lack of need-based textbooks. Most ESP books used in Uzbekistan are either locally produced with limited international orientation or translated from general English resources. They often do not align with students' actual career needs. To solve this, universities should develop customized ESP curricula in cooperation with employers and industry specialists. Finally, ESP teaching should also emphasize intercultural competence. Since many graduates will work in multinational companies or study abroad, they must be able to adapt to different communication styles, cultural expectations, and professional ethics. In summary, effective ESP instruction requires a shift from theoretical knowledge to practical application, ensuring that students not only learn English but also master how to use it as a professional tool in their respective fields.

CONCLUSION

The analysis of teaching English for Specific Purposes (ESP) in Uzbekistan, particularly at Karshi State Technical University, demonstrates that English is no longer studied as a purely academic discipline but as a professional necessity. With globalization and international cooperation expanding, graduates are expected to possess not only technical knowledge but also the linguistic competence required to work in multicultural and multilingual environments. The research shows that the main challenges of ESP teaching in Uzbekistan include:

1. Overemphasis on grammar translation and insufficient focus on communicative skills.
2. Limited availability of need-based teaching materials that correspond to students' real professional contexts.
3. Low motivation among students, often caused by traditional teaching methods that fail to demonstrate the practical benefits of English. To overcome these problems, universities should:
 - Design curricula based on needs analysis, considering the specific requirements of each academic field (economics, engineering, energy, oil and gas, food industry, etc.).
 - Develop authentic and interactive teaching materials, such as case studies, role-play, and project-based assignments that simulate real professional situations.
 - Strengthen cooperation between educators and employers to align ESP courses with labor market expectations.
 - Incorporate digital tools and international resources, enabling students to engage with global knowledge and practices.Ultimately, ESP should be understood as a bridge between language learning and professional development. Its effectiveness depends not only on

linguistic knowledge but also on the ability of instructors to motivate students, integrate professional content, and create meaningful learning environments. By adopting innovative approaches, Uzbek universities can prepare students to participate successfully in the global workforce and contribute to the sustainable development of their fields.

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