



## TANQIDIY NAZAR, TAHLILIIY TAFAKKUR VA INNOVATSION G'OYALAR



### METHODS FOR SIMPLIFYING ECONOMIC CONCEPTS IN ENGLISH FOR ECONOMICS STUDENTS

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**Abstract:** *This article analyzes methods for explaining complex economic concepts in English in a simple and understandable way for economics students. Often, students struggle to master the subject due to the complexity of academic terminology. The study examines the effectiveness of visualization, analogies, and "scaffolding" methods. The goal is to expand not only the students' language skills but also their economic thinking.*

**Keywords:** *Economics education, simplifying concepts, English (ESP), analogy method, visualization, interactive learning, student-centered approach.*

**Annotatsiya:** *Ushbu maqolada iqtisodiyot yo'nalishi talabalariga murakkab iqtisodiy tushunchalarni ingliz tilida sodda va tushunarli tarzda tushuntirish metodlari tahlil qilinadi. Ko'pincha talabalar akademik terminologiyaning murakkabligi sababli mavzuni o'zlashtirishda qiynaladilar. Tadqiqotda vizuallashtirish, analogiyalar (o'xshatishlar) va "scaffolding" (bosqichma-bosqich ko'mak) metodlarining samaradorligi ko'rib chiqiladi. Maqsad — talabalarning nafaqat til ko'nikmalarini, balki iqtisodiy fikrlash doirasini ham kengaytirishdir.*

**Kalit so'zlar:** *Iqtisodiyot ta'limi, tushunchalarni soddalashtirish, ingliz tili (ESP), analogiya metodi, vizuallashtirish, interaktiv ta'lim, talabaga yo'naltirilgan yondashuv.*

**Аннотация:** *В данной статье рассматриваются методики упрощения сложных экономических концепций на английском языке для студентов экономических факультетов. Автор анализирует, как использование визуализации, жизненных аналогий и метода «подмостков» (scaffolding) помогает студентам лучше усваивать профессиональный контент. Особое внимание уделяется преодолению языкового барьера через развитие критического мышления и способности объяснять сложные термины простыми словами, что в конечном итоге повышает академическую честность и предотвращает плагиат.*

**Ключевые слова:** *Экономическое образование, упрощение концепций, английский для специальных целей (ESP), метод аналогии, визуализация, интерактивное обучение, академическая грамотность.*



## **Introduction**

In the world of higher education in Uzbekistan, we often face a significant challenge: students who are brilliant in economics but struggle to express their ideas in English. Economics is a field filled with abstract theories and "heavy" terminology. When a student encounters a term like "Pareto Efficiency" or "Monetary Contraction" in a foreign language, their first instinct is often to memorize the definition without truly understanding the logic behind it.

However, the goal of modern ESP (English for Specific Purposes) training is not to create "walking dictionaries." Our goal is to create thinkers. To do this, we must use methods that strip away the complexity of the language so that the beauty of the economic logic can shine through. If we can teach a student to explain the global supply chain using the example of a local "oshxona" (restaurant), we have achieved a much deeper level of education than any textbook could offer.

### **The Strategy of Using Local Context and Analogies**

The most effective method for simplifying English economic concepts is to connect them to the student's daily life in Uzbekistan. This is not just a teaching trick; it is a cognitive strategy that helps the brain store information more effectively.

For instance, when explaining "Scarcity," we don't need to start with global oil markets. We can talk about the limited number of seats in a popular university library. When the demand for seats is high but the supply is low, we have scarcity. This simple English explanation allows the student to feel the concept. Once they feel it, they can then easily learn the formal professional terms.

Another example is "Market Equilibrium." Instead of just drawing two lines on a board, we can describe the Chorsu Bazaar. We talk about how buyers and sellers "negotiate" until they find a price where everyone is happy. This "Storytelling" approach turns a cold mathematical concept into a warm, human experience in English.

### **Visual Literacy: Turning Graphs into Narratives**

Economics is unique because it relies heavily on graphs. In many English classes, students are asked to "describe the graph." This is often where they fail because they try to use overly complex sentences. The modern requirement is to simplify this process through "Data Storytelling."

Instead of saying, "The intersection of the two curves represents the point of maximum utility," we can encourage students to say, "This is the point where the customer gets the best value for their money." By simplifying the output, we reduce the student's anxiety. As their confidence grows, we can slowly introduce more formal language. Visualization should be used as a "visual anchor" that holds the English vocabulary in place.

### **Scaffolding: The Step-by-Step Build**

We should never throw a student into the "deep end" of economic English. Instead,





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we use a method called "Scaffolding." Imagine building a house; you need a temporary structure to hold the walls up while they dry. In language learning, this means:

**The Vocabulary Foundation:** Starting with the absolute basic verbs like increase, decrease, change, stay the same.

**The Conceptual Frame:** Introducing the economic idea in simple, everyday English.  
**The Professional Finish:** Adding the high-level academic terms (e.g., volatility, fluctuation, stability).

This step-by-step approach ensures that the student's foundation is strong. It prevents the common problem where a student uses a "big word" but doesn't actually know what it means.

### The Connection Between Simplicity and Academic Integrity

There is a direct link between how we teach and the problem of plagiarism. When we demand that students write in a style that is too difficult for them, they feel they have no choice but to copy from the internet or use AI to generate "perfect" sentences. This is a failure of the system, not just the student.

By rewarding simplicity and clarity, we encourage students to be honest. If a teacher says, "I don't want a perfect paper from Google; I want a clear explanation in your own words," it changes the classroom culture. Students begin to realize that their own voice, even if it is simple, has value. This is the best way to fight plagiarism—by making the student confident enough to be original.

### Conclusion

Ultimately, simplifying economic concepts in English is about empowerment. We are giving our students the keys to the global economy. A student who can explain "Fiscal Policy" to a non-expert in clear English is a much more valuable professional than one who can only recite a complex definition from a book. By using analogies, focusing on visual stories, and supporting students through scaffolding, we are preparing a new generation of Uzbek economists who can talk to the world with confidence and clarity.

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