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METHODS FOR SIMPLIFYING ECONOMIC CONCEPTS IN ENGLISH

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Abstract

The increasing globalization of higher education has led to the widespread use of English as a medium of instruction in economics. However, the complexity of economic theories combined with linguistic barriers creates significant challenges for non-native speakers. This study aims to identify and systematize effective methods for simplifying economic concepts in English without compromising academic rigor. The research is based on cognitive load theory, applied linguistics, and modern pedagogical approaches. The findings demonstrate that strategies such as linguistic simplification, contextualization, visualization, structured explanation, analogical reasoning, interactive teaching, and bilingual support significantly improve comprehension and knowledge retention. The results have practical implications for educators, curriculum designers, and students in English-medium instruction environments.

Keywords: *economic education, ESP, simplification strategies, cognitive load, pedagogy*

Introduction

Economics plays a crucial role in understanding modern society, as it studies the allocation of scarce resources and decision-making processes of individuals, firms, and governments. Despite its importance, economics remains one of the most challenging disciplines for students, particularly when taught in a foreign language such as English.

In many countries, including Uzbekistan, higher education institutions increasingly adopt English-medium instruction (EMI). While this provides access to global academic resources, it also introduces linguistic difficulties. Students must simultaneously process complex theoretical content and unfamiliar language structures, which increases cognitive load and reduces learning efficiency.

Therefore, simplifying economic concepts becomes a key pedagogical task. Importantly, simplification should maintain scientific accuracy while improving clarity and accessibility. This paper aims to explore effective strategies for simplifying economic content in English based on interdisciplinary research.

Methodology





This study employs a qualitative research approach based on literature analysis and comparative evaluation of teaching methods. Key sources include works in economics education, applied linguistics, and cognitive psychology.

The research focuses on identifying teaching strategies that reduce cognitive load and enhance comprehension. The selected methods are analyzed in terms of their theoretical foundations and practical applicability in classroom settings.

Results and Discussion

Use of Simple and Clear Language

The use of plain English is a fundamental strategy in simplifying economic content. Academic language often includes jargon, long sentences, and passive constructions that hinder understanding. According to Cognitive Load Theory (Sweller, 2011), such complexity increases extraneous cognitive load.

Simplification involves using shorter sentences, avoiding unnecessary terminology, and preferring active voice. For example:

Complex: "Monetary policy tightening leads to a contraction in aggregate demand."

Simple: "When the central bank reduces the money supply, people spend less."

This approach improves comprehension and allows students to focus on core concepts.

Use of Real-Life Examples

Real-life examples connect theoretical knowledge with practical experience. Concepts such as inflation, unemployment, and supply-demand relationships become more understandable when linked to everyday situations.

For instance, rising food prices can illustrate inflation, while seasonal fruit prices demonstrate supply and demand dynamics. This method aligns with contextual learning theory and improves retention.

Visual Aids and Diagrams

Visual tools such as graphs, charts, and diagrams enhance understanding of economic relationships. According to Dual Coding Theory (Mayer, 2009), combining visual and verbal information improves learning outcomes.

Examples include supply-demand curves and circular flow diagrams. These tools simplify abstract concepts and support visual learners.

Breaking Down Complex Concepts

The chunking method involves dividing complex information into smaller parts. For example, GDP can be taught step-by-step: definition, components, examples, and application.

This approach prevents cognitive overload and supports gradual learning.

Use of Analogies

Analogies help explain unfamiliar concepts using familiar ideas. For example, the economy can be compared to a machine or a system of flows. This enhances conceptual understanding and critical thinking.

Interactive Teaching Methods





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Interactive methods such as discussions, simulations, and case studies increase student engagement. For example, market simulations allow students to experience price formation.

These methods are based on constructivist learning theory and improve practical skills.

Bilingual Explanation

At early stages, bilingual explanations can support understanding. Key terms can be translated into the native language to reduce confusion. However, gradual transition to English is necessary.

Conclusion

Simplifying economic concepts in English requires a combination of linguistic, cognitive, and pedagogical strategies. The study shows that clear language, real-life examples, visualization, structured teaching, analogies, interaction, and bilingual support significantly enhance learning outcomes.

These methods are especially important in English-medium education, where language barriers can limit comprehension. Implementing these strategies contributes to more effective and inclusive economic education.

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