

METHOD OF DEVELOPING LANGUAGE SKILLS BASED ON ECONOMIC TERMS

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Annotation The formulation of language policies often relies on approaches rooted in the language sciences, particularly applied linguistics, and the education sciences, particularly language didactics. The chief aim to this report is therefore to provide an overview of language economics as an instrument for the selection, design and evaluation of language education policies. As such, it is also hoped that it can serve as a stepping-stone towards the elaboration of a full-fledged 'policy analysis approach' to language education policies, whether in general or for some European countries. It is important, however, to stress that economic tools do not replace political debate or the contributions from other disciplines. Turning first to the latter question, the economic analysis of language-related processes, as they are affected, among other factors, by policies, does require reference to some concepts developed in other disciplines, in particular sociolinguistics.

Key words: saga, syntax, ever-expanding, economic development, proficiency

Introduction

In the vast tapestry of man, several threads are very complex, dynamic and it is important to pray. It is the bedrock of our civilization, the medium through which we pass ideas, feelings and ideas. Language is shaped directly by us in its countless ways societies, cultures, bridging differences and enabling development.¹

From the ancient tongues spoken by our ancestors to the modern-day languages that span the globe, the evolution of language is a captivating saga of innovation,

¹ Bax, Stephen (2003-07-01). "The end of CLT: a context approach to language teaching". *ELT Journal*. 57 (3): 278–287

adaptation, and interconnectedness. As we embark on a journey into the depths of linguistic exploration, we unravel the mysteries that surround this fundamental aspect of human existence.

MATERIALS

At its core, language is far more than a mere tool for communication; it's a window into the human mind and soul. Through language, we express our deepest desires, share our most profound insights, and connect with others on a profound level. It's a testament to the boundless creativity and complexity of the human intellect, manifesting in the rich tapestry of words, grammar, and syntax that define our linguistic landscapes.

The motivations for embarking on language-learning endeavors are as expansive and enduring as the languages themselves. From professional ambitions to personal enrichment, individuals embark on journeys to master new languages for a plethora of reasons:

- **Career Advancement:** In our ever-expanding globalized landscape, fluency in multiple languages becomes increasingly indispensable, unlocking a myriad of career avenues and facilitating seamless communication and collaboration across diverse cultural and geographical boundaries.
- **Academic Pursuits:** The pursuit of higher education or specialized fields often necessitates proficiency in specific languages relevant to one's area of study, driving individuals to embark on language-learning quests to fulfill their academic ambitions.
- **Cultural Curiosity:** Language acquisition serves as a gateway to cultural exploration, allowing learners to delve into the intricate tapestry of global cultures, traditions, and histories, fostering cross-cultural understanding and appreciation.
- **Personal Growth:** Beyond the tangible benefits, language learning is a transformative journey of personal development and self-discovery. It

expands one's horizons, cultivates empathy, and nurtures a profound understanding of the complexities of human communication and expression, enriching lives in profound and meaningful ways.

Learning outcomes in English, where they are measured at all, are very low. These need to be set against similarly poor learning outcomes and achievement in maths and science. It is no coincidence that education sector planning across the region tends to focus on measures to drive up learning outcomes in what are regarded as core subjects such as maths, science and languages (but especially English).

RESULTS

An effect on earnings is more likely to occur in the sectors that depend on English for conducting business, which would include multi-national companies, exporters and importers who have links to global markets, and service sector businesses. In the case of the latter, communication is a core part of business, and value is produced through language-related activity including advertising, marketing, promoting, receiving guests and clients, and servicing.

Even if the job itself does not require English, language skill could be a possible 'entry necessity' or have perceived value in access to jobs. Given the fact that the key microeconomic impact of systematic interventions to improve the quality of teaching and learning of English will likely appear in enhanced earnings, assessing this during implementation of education system improvements would be important. Although the beneficiaries of such interventions will be very large and dispersed across rural and urban populations around the region, capturing earnings at least for a sample of beneficiaries/specific target groups should be possible at the country level. Although foreign direct investment (FDI) and the service sector in the countries of the MENA region are uneven and probably underdeveloped, looking through a long term lens, these are likely to grow with economic reforms and development, with more FDI from an improved investment climate and with the transition from agriculture and manufacturing to services.

At the macro level, although not regarded as a key aspect of human capital development (primary and secondary access, retention and completion and tertiary completion remaining the key issues for most policy makers), language competence certainly needs to be seen through a human development lens as one of a set of skills acquired through education and training which raises an individual's potential productivity.

DISCUSSION

No country in a globalised world can afford to remain in isolation. Owing to competition, a country can obtain optimum advantage from its buying and selling in the world only through having adequate knowledge of trade data and procedures which tend to be in English. Foreign trade statistics are also indispensable for economic development planning, framing commercial policies, conducting trade negotiations, and making bilateral, regional and international arrangements for promotion of trade. Hence, with patterns of trade with English-speaking/Western countries growing, it makes even more sense for the countries of the MENA region to be proficient in the English language. According to the World Bank's annual 'Doing Business' Reports 2014/2015, the indicators in MENA are gradually improving making it easier to do business with most of the economies of the region. With all procedures including form-filling, entrepreneurship requirements and databases in English, greater proficiency in the language will help to attract a larger segment of society to set up businesses and attract foreign customers – thus, in the longer term helping to make entrepreneurship more inclusive. In particular, increased English skills alongside generally low labour costs could help the MENA countries become a destination of outsourcing particularly where language is a key determining skill.

CONCLUSION

It is recognised that the poor do not generally benefit greatly from the programmes of support, whether from Government, NGOs and other sources. For

the extreme poor, there is usually 'no way out' from limited or no access to employment, incomes, finance, credit, savings, and social safety. Women experience deprivation more acutely than men, including physical, sexual and verbal harassment; exclusion from local arbitration systems and other decision making processes; and fear of theft and robbery. The need to pay 'protection money' to extortionist gangs is a daily reality for women-headed households. Elderly, disabled or chronically ill people, with no family support, are extremely vulnerable. Some 40% of the elderly belong to poor households, with higher levels amongst the extreme poor.

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