

Interactive Educational Technologies in Teaching Economic Terminology: A Methodological Framework for Professional Communication

Abduvalieva Munira Abdusaidovna

English Teacher, Department of Foreign Languages, Tashkent State Agrarian University, Uzbekistan

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Abstract: The article examines the methodological potential of interactive educational technologies for teaching economic terminology in university English for Specific Purposes (ESP) courses. Drawing on research in computer-assisted language learning, network-based language teaching, vocabulary acquisition, ESP, and task-based pedagogy, it argues that technology is effective when it supports contextualized exposure, repeated retrieval, collaboration, problem solving, and purposeful professional communication. Digital glossaries, multimedia input, collaborative documents, online discussions, interactive quizzes, corpus-informed tasks, and simulations are discussed as tools for transforming passive terminological knowledge into active communicative competence. A staged model is proposed that moves from conceptualization and controlled practice to collaborative application, professional problem solving, and independent production. The article concludes that interactive technologies should be selected according to professional needs and communicative objectives rather than technological novelty.

Keywords: Economic terminology, interactive educational technologies, professional communication, ESP, CALL, task-based learning, lexical competence, digital learning.

Introduction: The digital transformation of higher education has changed the conditions in which specialized foreign-language learning takes place. Students in economics, agribusiness, management, and related fields are expected not only to understand professional vocabulary but also to use it in discussions, presentations, negotiations, reports, and decision-making. Terms such as demand, supply, revenue, expenditure, investment, assets, liabilities, productivity, profitability, and market share are therefore important not as isolated lexical units but as resources for professional communication.

A common methodological weakness is the separation of terminology learning from communication. Word lists, translation, and definition matching may support recognition, but they do not necessarily prepare students to retrieve terms under communicative

pressure or to use them appropriately in professional discourse. Interactive educational technologies can help bridge this gap when they create meaningful contexts, require lexical choices, and support communication between learners. The purpose of this article is to substantiate a methodological framework for using interactive technologies in teaching economic terminology. The study is theoretical and methodological; it synthesizes established scholarly positions and does not claim experimental results.

Chapelle argues that computer-assisted language learning should be evaluated through the language-learning opportunities it creates, including meaningful input, interaction, and output [1]. This principle is central to economic terminology instruction: a digital activity is valuable not because it is technologically sophisticated, but because it requires students to process and use specialized language. A simple quiz may

support initial recognition, whereas a digital task that asks learners to interpret a market graph, explain a price change, and justify a recommendation activates terminology within professional reasoning.

Warschauer and Kern show that network-based language teaching expands opportunities for interaction, collaboration, and computer-mediated communication [2]. In an ESP context, shared documents, discussion spaces, and online group tasks allow economic terms to be reused in explanations, peer feedback, joint reports, and simulated professional exchanges. The CEFR Companion Volume also emphasizes learners as social agents who use language for meaningful action, interaction, and mediation [7]. Consequently, technology-mediated activities should ask students to accomplish communicative goals rather than merely display lexical knowledge.

Dudley-Evans and St John emphasize that ESP is shaped by learners' specific academic and professional needs and by the discourse practices of target communities [3]. This means that digital content should be selected according to future professional tasks. If students need to discuss agricultural markets, compare production costs, interpret economic indicators, or present investment proposals, technology should help them practice these actions with relevant terminology.

Nation explains that knowing a word includes knowledge of form, meaning, and use, including collocation and constraints on use [4]. Economic vocabulary therefore requires more than translation. Students need to distinguish revenue from profit, cost from expenditure, and assets from liabilities, and they need to recognize combinations such as market demand, production costs, investment risk, price fluctuation, and productivity growth. Digital glossaries, annotated texts, interactive diagrams, and corpus-informed examples can make these relations visible and provide repeated encounters with terminology in context.

Task-based language teaching provides a strong framework for professional terminology practice. Ellis describes tasks as meaning-focused activities that require learners to use their linguistic resources to achieve an outcome [5]. Long likewise connects task-based instruction with real-world activities that learners need outside the classroom [6]. These views support

the design of technology-mediated tasks in which economic terms become tools for solving professional problems.

For example, students can compare two investment options using data distributed across digital files, discuss which project is more feasible, and prepare a joint recommendation. Another task may provide different group members with information about production costs, market demand, and selling prices; learners must exchange information and decide how a company should respond. Collaborative documents can support a market analysis, discussion boards can be used to defend a position, and simulations can reproduce communication between a producer, buyer, lender, manager, or investor. Such activities create information gaps and decisions that give learners a genuine reason to use target terminology.

The effectiveness of interactive technologies depends on sequencing. At the first stage, conceptualization, learners meet target terms in a short professional text, chart, video, or infographic and connect them with definitions, examples, and related concepts. At the second stage, controlled interactive practice, they complete collocations, select terms in context, interpret short data sets, and produce supported explanations. Automated feedback can be useful where answers are clearly defined, while teacher explanation remains necessary for conceptual and pragmatic distinctions.

At the third stage, collaborative application, students use terminology in shared interpretation tasks, information-gap activities, and peer-supported writing. At the fourth stage, professional problem solving, they participate in case discussions, negotiations, or simulations with roles, constraints, and an expected outcome. At the fifth stage, independent production, students create a professional product such as a mini market analysis, investment pitch, business presentation, recommendation report, or meeting summary. This progression moves terminology from recognition to meaningful use and finally to independent professional communication.

Important terms should recur across stages. For example, investment can be identified in a text, practiced in collocations, discussed in a case, and later used in a presentation. Such recycling is consistent with Nation's emphasis on repeated encounters and depth

of lexical knowledge [4].

Several conditions are necessary for effective implementation. First, technology must serve a defined professional and linguistic purpose. Teachers should begin with the communicative action students need to perform and then select the digital format that supports it. Second, technological complexity should not distract attention from language and professional meaning. Third, automated feedback should be combined with teacher and peer feedback, because professional communication involves appropriateness, discourse organization, and interaction, which cannot be reduced to right-or-wrong lexical answers.

Assessment should also move beyond terminology recognition. A student may score well on a digital vocabulary test yet struggle to use the same terms in a meeting or presentation. Performance tasks should therefore evaluate terminological accuracy, appropriateness, fluency, coherence, interaction, and task achievement. This approach corresponds to the action-oriented CEFR perspective [7] and to ESP's emphasis on target communicative needs [3]. Interactive technologies are most useful when they connect vocabulary learning with these broader professional outcomes.

The analysis shows that interactive educational technologies can strengthen the teaching of economic terminology when integrated with principles of CALL, ESP, vocabulary learning, and task-based pedagogy. Their main value lies in contextualized exposure, repeated retrieval, collaboration, problem solving, and purposeful professional communication. The positions of Chapelle, Warschauer and Kern, Dudley-Evans and St John, Nation, Ellis, Long, and the Council of Europe support a shift from isolated vocabulary practice to professional action through language. A staged sequence from conceptualization and controlled practice to collaboration, simulation, and independent production provides a coherent methodological framework. Because the proposed model is theoretical, future classroom studies should test it through performance-based assessment of terminological accuracy, lexical accessibility, interaction, and professional task achievement.

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