

ENHANCED ECONOMIC TERMS TEACHING WITH THE ASSISTANCE OF INFORMATION TECHNOLOGIES

Inagamova. N. A

Lecturer at the English department

University of World Economy and Diplomacy

nargisrahmatova748@gmail.com

NInagamova@uwed.uz

Annotation: The essay addresses the importance of learning economic concepts and the efficacy of using information technology to teach them. In addition, it describes the primary training techniques that have changed due to the effect of scientific and technological advancements as well as the demands of the actual part of the economy.

Key words: economic education, economic terms, information technologies, practical skills, teaching economic terms.

Nowadays, the primary means of achieving comfort, prosperity, competitiveness, and productivity are knowledge and information. Thus, people have focused on strategies for improving the quality of education. In the twenty-first century, education serves as the hub for all advancements and improvements. The process of education and learning can be aided by information technology nowadays. Information technology refers to the use of techniques, processing, transporting, and creating information in progress as part of the knowledge process. IT comprises utilizing a computer and telecommunications equipment to collect, arrange, store, disseminate, and use information in the form of sound, images, text, and numbers.

Significant IT-related changes are now the root cause of fundamental class modifications. The most significant changes stem from the fact that pupils may now emphasize the out-of-style thanks to technology. Knowledge of economic terminology in the classroom has increased their drive to study these words with the use of information technology. Information technology has altered educational strategies, goals, and perceived possibilities for a number of terms. When it's required to educate economic terminology, computer technology can deliver the instruction. We will undoubtedly be governed by technology in the future. We must accept this truth as it cannot be avoided. It has dominated several areas of our lives and shaped the way we live. (3, 1629)

Unquestionably, computers and Internet technologies in particular have transformed the teaching and introduction of new economic concepts. In this discipline, it is influential. The implementation of a technology-based classroom structure has significantly altered the way that students and teachers interact. The instructor is now a conduit between students and knowledge rather than the focal point of the classroom. Students no longer passively listen; instead, they actively gather, organize, and present economic terms-related knowledge.

Students use a variety of devices, including mobile phones, recording devices, playback systems, motion pictures, film strips, television, audio cassettes, records, teaching machines, and computers. Video discs are used to communicate and illustrate economic terms. The online library helps instructors and students learn about economic words for various uses. The IT curriculum emphasizes using computers as a tool for all parts of study. They must utilize modern multimedia tools to effectively express ideas, outline projects, and organize information in their job. This necessitates their selection of the most appropriate media for expressing their message, the organization of information in a hierarchical fashion, and the integration of information to create a multidimensional document. (3, 1629)

IT plays a crucial role in teaching economic terminology in the classroom. Today's schools use teaching to convey knowledge and information. Presentation tools include slide projectors, overhead projectors, and LCD projectors. Teachers may employ audio-visual aids such as cassettes, floppy disks, and CD-ROMs to teach different subjects. Computers are crucial for presenting economic concepts in an engaging manner. Using clipart, animation, graphics, music, voice, and live interaction in the classroom enhances learning effectiveness. Using multimedia computers can effectively instruct students. Compared to TV, this method allows for better control over teaching transmission based on learners' grasping abilities. To provide a purposeful and situation-specific interface using accessible information packages. This generates a classroom-like environment on a computer display without the need for an instructor. The package may be explored again by the student to align with their personal learning process.

The internet enables virtual classrooms, a web-based environment where students may engage in live training activities. This allows them to successfully employ economic phrases without traveling. Students engage in traditional classroom activities, such as listening to lectures, asking questions, and receiving feedback. Students may do it from anyplace with an internet connection.

Thus, it also fulfills the aim of distant education.

The Internet, namely the World Wide Web, can efficiently teach economic terminology to language learners in both official and informal education settings. (1, 25)

The major advantages of Information Technology (IT) are:

Benefits for students:

a) Encourages autonomous learning for students.

Students can study alone, without the support of parents or teachers. They are simply

going to surf the students use the internet to find necessary study materials. Students would benefit greatly from quick access and computer proficiency.

b) Easier access to information- Computers provide pupils with extensive knowledge of economic terminology and their use in communication. Students can learn without relying just on textbooks and lectures. Computers provide convenient access to necessary information.

c) Enhances student engagement by incorporating videos, graphics, graphs, and text linked to economic terminology into computer-based learning. This encourages pupils to learn economic terminology.

d) Increased accessibility and participation- Online classes provide opportunities for students who may not have access to traditional education owing to time or financial constraints. Online courses allow non-traditional students to return to school and better their life at their own pace.

e) Prepares pupils for the future- As technology advances, the future will be digitally centered. Proficiency in technology enables students to collaborate, communicate, compete, and get greater economic opportunities.

f) Cooperative learning: The internet promotes collaboration, conversation, and engagement in the classroom. For example, a LISTSER V enables students to participate in class discussions via e-mail, which is not available in traditional classroom settings.(5, 145)

Benefits to teachers:

a) IT enables the exchange of resources, knowledge, and advice.

b) Allows teachers greater freedom to complete various tasks at different times.

- c) IT enhances instructors' skills, confidence, and passion through diverse teaching methods.
- d) Facilitates instructors' lesson planning, preparation, and creation of instructional materials.
- e) Graphics, images, and PPT help teachers convey material in more engaging ways.
- f) Teachers can assist pupils in searching for quality material.
- g) Interactive technologies are used to instruct students, and teachers guide them in using and reflecting on their replies. He may be diagnosing learning issues and assisting pupils in finding answers. (5, 145)

Information technology enables collaborative teaching and learning of economic terminology among teachers and learners. It broadens students' thinking and understanding, preparing them for educational activities in the area. The use of various technologies, both hardware and software, enhances the learning experience for economic terms. Using new technology may significantly improve educational goods and procedures. This approach meets modern educational demands such as personalized instruction, use of multi-sensory and multimedia aids, and efficient management of educational institutions. Information technologies enhance the effectiveness of teaching and learning.

References:

1. Hussain, I. A Study of Emerging Technologies and their Impact on Teaching Learning Process. Unpublished Ph.D. thesis. Islamabad: Allama Iqbal Open University, Pakistan, 2005, p. 145.
2. Kozak, S. The role of information technology in the profit and cost efficiency improvements of the banking sector. Journal of Academy of Business and Economics, February 2005, p. 25.

3. Lucey, T. Management information systems. 9th Edition. London, 2005, p. 89.
4. Menon, B. Preface in Emerging Communication Technologies and the Society. New Delhi: Indian National Science Academy, 2000, p. 65.
5. Milne, A. What is in it for us? Network effects and bank payment innovation. *Journal of Banking & Finance*, 30(6), 2006, pp. 1613–1630.
6. Oliner, S. and Sichel, D. The Resurgence of growth in the late 1990s: Is information technology the story? *Journal of Economic Perspectives*, 2000, p. 14, pp. 3–22.