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Enhancing Students' Communicative Competence Based on Economic Terminology

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Abstract: This article comprehensively covers the issues of developing communication competence in students using economic terms. The author talks about the possibility of strengthening students' critical thinking, coherent expression of concepts and ideas, and free speech skills through in-depth mastery of economic terms. At the same time, it is shown that economic terms can be mastered more effectively through practical exercises, group discussions, and role-playing games, along with thorough mastery of theoretical knowledge. The correct interpretation of economic concepts in communication, logical reasoning with clear arguments in different contexts, forms effective communication skills in students.

Keywords: Economic terms, communication competence, critical thinking, practical exercises, role-playing games, theoretical knowledge, speech culture, student, terminological skills, logical thinking.

Introduction: At a time when the field of economics is rapidly developing, the use of economic terminology plays an important role in shaping and improving students' communicative competence. According to experts, by thoroughly mastering economic terminology, students not only acquire theoretical knowledge but also gain the ability to establish effective communication in daily life, work environments, and academic research. Therefore, when economic terms are considered as a communicative tool, they contribute not only to mastering economic sciences but also to the proper formation of communication culture.

METHODOLOGY

In our article, we employed a comparative analysis method to examine the use of English-language economic terms in the development of communicative

competence. Additionally, literature review and analytical methods were also used.

RESULTS

The process of developing students' communicative competence is directly related to their ability to think freely across various fields. To achieve successful communication, it is necessary to have a rich vocabulary and a strong command of speech-enhancing tools. Economic terminology contributes to the development of students' general critical thinking as well as their ability to express specific economic concepts. As a result, their skills in applying theoretical concepts to practical situations are strengthened through the use of economic terms.

In the modern educational system, there are several scientific approaches to introducing students to economic concepts. First and foremost, students must thoroughly understand the theoretical foundations of economic terms and concepts. It is not enough to simply memorize or observe them; it is important to comprehend their essence and interconnections. For instance, terms such as inflation, currency market, credit policy, and globalization should be perceived not merely as terminology but as meaningful concepts that help students interpret broad economic realities and express informed opinions. This comprehensive understanding of economic terms contributes not only to conceptual mastery but also enriches students' language and communication processes.

Communicative competence refers to students' ability to think independently, express concepts and ideas coherently, understand the interlocutor's position, and present well-structured arguments in academic discussions. In economic disciplines, communicative competence is closely tied to the continuous process of mastering theoretical materials. When students regularly use economic terminology in their studies, their vocabulary expands consistently, making it easier for them to write academic articles, deliver scientific presentations, or participate in practical discussions in the future. This is because economic explanations and opinions need to be expressed in a specific, logically structured manner. In this process, students should not be limited to using one or two words; rather, they should incorporate various arguments, provide appropriate examples, and ultimately relate the economic concepts they have learned to real-life situations.

The effectiveness of developing students' communicative competence based on economic terminology in the educational process is determined by several factors. First, the clearer the theoretical essence of economic terms, concepts, and models is

presented, the easier it becomes for students to use them as practical skills. Second, analyzing different practical scenarios using those terms, organizing group discussions, delivering presentations, or writing concise explanatory texts helps develop students' multidimensional thinking. Successful resolution of economic problems requires not only understanding economic models but also being able to explain them in depth. This naturally enhances students' speech skills and fosters their ability to form logical connections between different ideas.

There are several interactive methods that can be used to encourage the effective acquisition of economic terminology. For example, organizing debates on economic topics among students, conducting role-play activities, and regularly discussing academic literature can develop their critical thinking skills. During these processes, instructors require students to use economic terms accurately and appropriately. For instance, when discussing "demand and supply equilibrium" or "efficient market mechanism," students should be able to explain the theoretical foundations of these concepts, the factors that influence them, and how they are interpreted in academic sources. Such skills not only strengthen communicative competence but also deepen students' understanding of economic concepts.

Familiarity with scientific articles, literature, and research plays a crucial role in enriching students' speech based on economic terminology. Contemporary academic articles, dissertations, and reviews demonstrate how economic concepts can be expressed in various contexts. In addition to commonly accepted terminology, scientific sources often include synonyms or closely related concepts, which provide students with opportunities to diversify their language. For example, the concept of "currency policy" is broad and encompasses several regulatory factors related to a country's monetary policy. A student may observe that the same concept is expressed in another article using terms such as "currency management" or "currency regulation policies." This experience helps students distinguish between similar terms and enhances their stable communicative competence and public speaking abilities.

To effectively develop communicative competence, the most important aspect of mastering economic terminology lies in students' ability to study it from multiple perspectives simultaneously. This means that students should not only become familiar with the terms theoretically, but also enrich their understanding with practical examples, analyze economic processes, and—if possible—regularly observe expert discussions and express their own viewpoints. By taking on the role of presenters or actively participating in debates,

students can create meaningful experiences that reinforce their understanding of economic concepts. Major academic forums, roundtable discussions, and scientific conferences dedicated to economics also serve as excellent platforms for students to demonstrate their knowledge, analytical thinking, and verbal reasoning through the structured and logical use of economic terminology.

One of the minor challenges in this process is the vast number of economic terms and the varying interpretations of certain concepts. However, this challenge can also be seen as an opportunity for students. Working with a range of terms and observing how their meanings may differ across various sources significantly enriches the students' terminological knowledge. At the same time, their communication skills develop consistently, as articulating ideas about complex concepts requires presenting them clearly and logically. In the context of academic discourse, the existence of multiple interpretations of a single concept encourages students to embrace diverse viewpoints, adopt a critical mindset, and establish open, constructive communication with others.

In the field of economics, students are expected not only to master theoretical knowledge but also to develop practical skills. These two aspects are deeply interconnected. A student who has a solid grasp of economic terminology will always be one step ahead in understanding real-world economic phenomena. At the same time, conveying their ideas to others in a clear and comprehensible manner requires continuous improvement of speech skills and careful, appropriate use of relevant economic terms. This process simultaneously enhances both written and oral communication skills, as the field of economics demands the use of evidence-based arguments supported by data and calculations. Statements based on economic indicators, charts, and graphs require logical coherence, thereby cultivating a multifaceted way of thinking in students.

In modern global education, integration—namely, interdisciplinary approaches—is gaining increasing significance. Linking economic terminology to other fields such as philology, pedagogy, or psychology can create a rich environment for developing students' communicative abilities. Economics is part of the social sciences and requires an understanding of various societal relationships. In this process, students acquire the ability to explain economic relationships from a social perspective, justify their views with scientific reasoning, and enrich their thoughts through analogies and comparisons. Communicative competence becomes especially visible in such an interdisciplinary context, as students not only learn specific economic

terms but also gain insight into their synonymous or contextually related variants.

Scientific research on developing communicative competence based on economic terminology shows that the more students consistently participate in practical sessions, discussions, and group projects, the more their speech and communication activity improves. In this context, teachers or educational organizers should integrate audio-visual materials rich in economic terms, utilize digital information platforms, and, in some cases, organize field visits to observe economic processes in practice. For instance, during excursions to banking institutions or familiarization with the production processes of local enterprises, students are exposed to numerous new economic terms and attempt to interpret them clearly in their own speech. As a result, such activities serve as unique communication platforms that enhance students' practical capabilities.

CONCLUSION

In conclusion, developing students' communicative competence through economic terminology is a multifaceted process that simultaneously requires both theoretical and practical preparation. The richer the students' terminological knowledge base, the stronger their ability to express clear, logical ideas about real-life economic situations and to communicate effectively with others. Mastery of economic terms, their proper use in speech, and regular practice in engaging with diverse perspectives are essential. In doing so, students learn to bridge academic knowledge with real-world practice, gain experience in applying interdisciplinary approaches, and—most importantly—acquire unique communication skills that shape them into successful professionals capable of contributing meaningfully to any discourse.

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