

Opportunities for students of economics to develop their competencies in the process of learning English

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Abstract: this article defines that how to develop students of economics competencies in the process of learning English. Moreover, there are different teaching methods for teachers.

Keywords: Need analysis, English for Business, material design, visions of Economic

Billions of people around the globe are desperately trying to learn English not simply for self-improvement, but as an economic necessity. It's easy to take for granted being born in a country where people speak the *lingua franca* of global business, but for people in emerging economies such as China, Russia, and Brazil, where English is not the official language, good English is a critical tool, which people rightly believe will help them tap into new opportunities at home and abroad.

One of courses that require students' skill in English is implemented in English for Business. The goal of this course is in line with the visions of Economic Faculty that is preparing graduates who are nationally competitive in their career. At the end of the semester, after finishing this English for Business course, the students can implement the task of business in English at their work. However, the researcher found dissatisfaction due to the chosen of material. The researcher had conducted pre observation to several students who already work whether the use of tasks that needs English as the media of communication at work are in line with the materials being taught by the lecturer. They actually said not all materials used in their work environment.

Based on this pre observation finding, then the teacher realized that so far the syllabus and the material design was only based on lecturer's opinion only without knowing the students need as the learner.

English for Business is a part of English for Specific Purposes (ESP). According to the main purpose of ESP is to teach the language and communication skills that students need or will need to function effectively in their respective fields of study, work or profession. ESP is designed mostly towards professionals and seeks to focus on terminology used in a particular context. So students have the opportunity to master specific terms. The purpose of teaching ESP is for preparing students to the kind of English need that they will meet in their future profession. In conclusion, the

ESP can be stated as teaching and learning English for using it in a specific domain. So this course establishes students for having good skills of English business in practical life.

The design of English language specifically ESP course needs to be prepared and identified well, so that the students as the learner can maximally get the goal. One of strategies to design effective course, especially in choosing the materials, is using need analysis. As stated by that in ESP course, a need analysis is a must. It aims to design the curriculum and the evaluation. In line with Chunling said that the starting point of designing English for Business course is using need analysis. According to Huh, 2006 the basis and valuable implication in developing curriculum and courses by the teacher was by conducting needs analysis.

There are some approaches in conducting need analysis. Based on Robinson in recognize need analysis become Target Situation Analysis (TSA) and Present Situation Analysis (PSA). TSA focused on students' need while PSA focused on what students like to gain from the course, the strength, and the weakness of the students. Based on (Hutchinson, T., & Waters, 1987), there are two terms which are classified into target needs and learning needs. Target needs means what the learners need to do in the target situation while learning needs means what the learners need to in order to learn.

A number of researchers on need analysis of ESP have been conducted. According to (Remache & Ibrahim, 2018) in his research, the need analysis was suggested to use as a useful tool to design syllabus of Business English. In line with (Diana & Mansur, 2018), she stated that in teaching English subject for ICT should provide the materials based on students' needs. The other research from proved that using students' based analysis in ESP teaching would determine the syllabus and material.

All in all. it is showed that need analysis can get important result in designing materials for English for Business course. By knowing the students need of skills, lecturer can focus on the teaching and learning process. It is because the design based on the students' needs, want, desires and expectations. This research also brings the fits of material that not only needs by learning needs but also the target needs. That is way, the need for English for Business course and materials can be useful to use. The result showed that the skills need to be learnt are speaking, writing, listening and reading.

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