

## METHODS OF TEACHING ECONOMIC TERMINOLOGY TO STUDENTS OF ECONOMICS BASED ON THE CVI (CONTENT AND VOCABULARY INTEGRATED) APPROACH

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**Abstract:** This article explores effective methods of teaching economic terminology to students of economics through the CVI (Content and Vocabulary Integrated) approach, which emphasizes the simultaneous development of subject knowledge and professional vocabulary. The study highlights how integrating economic content with targeted vocabulary instruction enhances learners' comprehension, retention, and practical use of specialized terms. Drawing on contemporary pedagogical theories and classroom practices, the article examines strategies such as contextualized reading, task-based learning, case studies, collaborative activities, and authentic materials related to economic discourse. The findings suggest that the CVI approach promotes deeper conceptual understanding, supports communicative competence in professional contexts, and increases students' motivation by linking language learning directly to their academic field. The study underscores the value of integrated instruction for preparing economics students to operate effectively in academic and real-world economic environments.

**Keywords:** CVI approach, economic terminology, content and vocabulary integrated learning, English for Economics, ESP instruction, professional vocabulary development, contextualized learning, task-based activities, discipline-specific language, higher education pedagogy.

**Introduction:** In the context of globalization and the rapid development of economic relations, mastery of professional terminology has become a fundamental requirement for students of economics. Economic discourse is characterized by a high density of specialized terms, abstract concepts, and discipline-specific expressions that are essential for understanding academic texts, participating in professional communication, and engaging with international economic environments. Consequently, teaching economic terminology effectively is a key objective in economics education, particularly in courses where language and content intersect.

Traditional approaches to teaching terminology often treat vocabulary as an isolated component, focusing on memorization of definitions without sufficient attention to conceptual understanding or practical application. Such methods may

result in superficial knowledge, limited retention, and difficulties in using terms appropriately in real communicative situations. In response to these challenges, integrated teaching approaches have gained increasing attention in language and content education. One such approach is CVI (Content and Vocabulary Integrated), which emphasizes the simultaneous development of subject-matter knowledge and relevant vocabulary within meaningful academic and professional contexts.

The CVI approach is grounded in the idea that terminology is best acquired when learners engage directly with disciplinary content. By embedding vocabulary instruction into authentic economic texts, case studies, discussions, and problem-solving tasks, students are able to understand not only the meanings of terms but also their functional use in economic analysis and communication. This integration allows learners to form stronger conceptual connections, facilitating deeper comprehension and long-term retention of economic terminology.

For students of economics, the CVI approach offers particular advantages. It aligns language learning with their academic specialization, increases motivation by demonstrating immediate relevance, and prepares learners for real-world professional tasks such as reading economic reports, analyzing data, and participating in academic or business discussions. Moreover, the approach supports the development of higher-order cognitive skills, as students are encouraged to interpret, evaluate, and apply economic concepts through language.

This article aims to explore methods of teaching economic terminology to students of economics based on the CVI approach. It examines theoretical foundations, instructional strategies, and practical classroom techniques that integrate content learning with vocabulary development. By highlighting effective practices and pedagogical benefits, the study seeks to contribute to the improvement of terminology teaching in economics education and to provide educators with practical insights into implementing content and vocabulary integrated instruction.

### **Main Part:**

The teaching of economic terminology through the CVI (Content and Vocabulary Integrated) approach represents a shift from traditional, vocabulary-centered instruction toward a more holistic and meaningful learning process. Within this framework, terminology is not treated as an isolated linguistic element but as an integral part of economic knowledge construction. The CVI approach recognizes that economic terms gain their full meaning only when they are embedded in authentic contexts, used to explain real phenomena, and applied in analytical and communicative tasks. As a result, the learning process becomes both cognitively engaging and professionally relevant for students of economics.

The CVI approach is rooted in constructivist learning theory, which emphasizes that learners actively construct knowledge through experience and interaction with



content. From this perspective, vocabulary acquisition occurs most effectively when students encounter terms repeatedly in meaningful contexts rather than through memorization of definitions. In economics education, where concepts are abstract and interconnected, integrated instruction allows students to build conceptual networks that link terminology with economic principles, models, and real-world applications. Additionally, the CVI approach aligns with principles of English for Specific Purposes (ESP) and Content and Language Integrated Learning (CLIL). These frameworks stress the importance of teaching language in relation to learners' academic or professional needs. By integrating economic content with vocabulary instruction, the CVI approach supports both linguistic competence and disciplinary literacy, enabling students to function effectively in academic and professional economic discourse.

One of the key methods within the CVI framework is the contextualized introduction of economic terms. Instead of presenting isolated word lists, instructors introduce new terminology through economic texts such as articles, reports, graphs, and case studies. For example, terms like *inflation*, *market equilibrium*, or *fiscal policy* are introduced within discussions of current economic events or real-world case scenarios. This allows students to infer meaning from context, observe how terms function within discourse, and relate them to concrete economic situations. Contextualized instruction also encourages students to develop strategies for understanding unfamiliar terminology independently. By analyzing context clues, collocations, and semantic relationships, learners become more autonomous and confident in dealing with complex economic texts. This method not only enhances vocabulary acquisition but also strengthens reading comprehension and analytical skills.

Task-based learning plays a central role in the CVI approach, as it provides opportunities for students to actively use economic terminology while engaging with content. Tasks such as data interpretation, problem-solving exercises, simulations, and group discussions require students to apply newly learned terms in meaningful ways. For instance, analyzing a case study on market failure or preparing a short presentation on monetary policy encourages students to use terminology accurately and appropriately in context. Problem-solving activities further deepen understanding by linking vocabulary use to cognitive processes such as evaluation, comparison, and decision-making. When students are required to explain economic trends, justify policy decisions, or debate economic issues, terminology becomes a functional tool rather than an abstract concept. This active engagement reinforces retention and promotes communicative competence within the field of economics.

Authentic materials are a cornerstone of CVI-based instruction. Economic newspapers, academic articles, financial reports, charts, and policy documents expose students to real professional language and current terminology usage. These materials

demonstrate how economic terms are used by experts in authentic contexts, highlighting stylistic conventions, collocations, and discourse patterns typical of economic communication. Working with authentic materials also increases students' motivation and awareness of the relevance of economic terminology beyond the classroom. By engaging with real-world content, learners develop the ability to interpret complex information, recognize discipline-specific language features, and prepare for future professional or academic tasks. Teachers play a crucial role in selecting materials that match students' proficiency levels and guiding them through structured analysis to ensure effective learning.

Collaborative learning is another effective method within the CVI approach. Group discussions, pair work, and project-based tasks encourage students to negotiate meaning, share interpretations, and support one another in using economic terminology correctly. Through interaction, learners are exposed to multiple perspectives and repeated use of key terms, which reinforces understanding and accuracy. Interactive techniques such as role-plays, debates, and simulations of economic decision-making further enhance engagement. For example, students may assume roles as policymakers, economists, or business analysts, using appropriate terminology to argue their positions. Such activities create a dynamic learning environment where vocabulary is practiced in realistic communicative situations, bridging the gap between theoretical knowledge and practical application.

A crucial aspect of the CVI approach is the systematic recycling of economic terminology across different contexts and tasks. Repetition in varied forms reading, writing, speaking, and listening ensures deeper processing and long-term retention. Teachers may revisit key terms in follow-up discussions, written summaries, quizzes, or reflective tasks, allowing students to reinforce their understanding and refine usage. Consolidation activities such as concept mapping, glossary building, and reflective writing help students organize terminology into meaningful networks. By linking terms to concepts, examples, and real-world applications, learners develop a structured understanding of economic discourse. This ongoing reinforcement transforms vocabulary learning into a cumulative process rather than a one-time activity.

The CVI approach offers numerous pedagogical benefits for teaching economic terminology. It enhances conceptual understanding, supports academic literacy, and fosters communicative competence in professional contexts. Students become more confident in using economic terms accurately, critically analyzing content, and participating in academic discussions. Moreover, the integration of content and vocabulary increases motivation, as learners clearly see the relevance of language learning to their academic and career goals. Overall, the CVI-based methods discussed in this section demonstrate that effective teaching of economic terminology requires a balanced integration of content, language, and interaction. By embedding vocabulary



instruction within meaningful economic contexts, the CVI approach equips students of economics with the linguistic and conceptual tools necessary for success in both academic and professional environments.

**Conclusion:** The CVI (Content and Vocabulary Integrated) approach proves to be an effective and pedagogically sound method for teaching economic terminology to students of economics. By integrating subject-specific content with targeted vocabulary instruction, this approach addresses the limitations of traditional terminology teaching, which often isolates vocabulary from meaningful use. The analysis presented in this article demonstrates that economic terms are acquired more successfully when they are embedded within authentic contexts, academic texts, and practical tasks that reflect real economic discourse. Through contextualized instruction, task-based learning, authentic materials, and collaborative activities, the CVI approach supports deeper conceptual understanding and long-term retention of economic terminology. Students not only learn the definitions of terms but also develop the ability to apply them accurately in professional communication, academic writing, and analytical discussions. Moreover, the approach enhances learners' motivation by aligning language learning with their academic specialization and future career needs. Overall, the CVI approach fosters both linguistic competence and disciplinary literacy, preparing economics students to function effectively in academic and real-world economic environments. Its implementation contributes to the development of critical thinking, communicative competence, and professional readiness, making it a valuable framework for modern economics education and ESP instruction.

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