



Journal Homepage: - www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/18850

DOI URL: <http://dx.doi.org/10.21474/IJAR01/18850>



RESEARCH ARTICLE

THE EFFECTIVENESS OF INNOVATIVE METHODS FOR TEACHING FOREIGN LANGUAGES TO ECONOMICS STUDENTS

Rano Yuldosheva

Manuscript Info

Manuscript History

Received: 05 April 2024

Final Accepted: 09 May 2024

Published: June 2024

Key words:-

Innovative Teaching Methods, Foreign Language, Economics Specialties, Virtual Reality, Augmented Reality, Online Courses, Project-Based Learning

Abstract

The article presents the results of a study aimed at evaluating the effectiveness of innovative methods for teaching foreign languages to economics students at Tashkent State University of Economics (TSEU). The study aimed to evaluate the effectiveness of innovative methods for teaching foreign languages to economics students. The study involved 200 students divided into control and experimental groups. The control group was taught using traditional methods, while the experimental group used VR, AR, online courses, role-playing games, project-based learning, adaptive programs, and digital technologies. Results showed significant improvement in the performance and satisfaction of the experimental group. The use of innovative methods led to a 23.7% increase in average scores compared to the control group. Qualitative analysis also confirmed positive student perceptions of the new teaching methods.

Copy Right, IJAR, 2024,. All rights reserved.

Introduction:-

Innovative methods for teaching foreign languages to students majoring in economics are one of the key topics in contemporary pedagogical research. In the context of globalization and the internationalization of the economy, proficiency in a foreign language, particularly English, has become a necessary condition for the professional competence of future economists. The importance of this issue is confirmed by labor market demands and statistical data indicating a growing demand for specialists with high levels of language proficiency.

According to the Education First report for 2023, more than 70% of employers worldwide prefer candidates who are fluent in at least one foreign language [1]. In developing economies, such as Uzbekistan, this figure is even higher, driven by active entry into international markets and the necessity to establish business contacts with foreign partners. According to the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, in 2022, about 85% of graduates in economic specialties who successfully passed interviews with international companies demonstrated a high level of English proficiency [2].

Traditional methods often do not provide an adequate level of training. In this regard, there is a need for the introduction of innovative approaches that can enhance the effectiveness of teaching and contribute to a deeper understanding of the material. Research shows that the use of interactive technologies, such as virtual and augmented realities, online courses, and webinars, significantly increases students' interest in language learning and improves their academic performance [3]. Within the framework of the "Digital Education in Uzbekistan" project, implemented in cooperation with international partners, it was noted that the use of digital technologies increased students' academic performance by 25% compared to traditional teaching methods [4].

An analysis of the current state and trends in language education indicates the necessity of transitioning to innovative methods of foreign language teaching. This will enhance the professional training level of future economists and ensure their competitiveness in the international labor market.

Literature Review:-

Innovative methods for teaching foreign languages to students majoring in economics play a crucial role in contemporary pedagogy. Proficiency in a foreign language, particularly English, has become a necessary condition for the professional competence of future economists in the context of globalization and the internationalization of the economy. The development of technology and changes in the labor market require a reevaluation of traditional teaching approaches.

In K. Johnson's work "The Impact of Digital Learning Tools on Student Engagement in Language Learning" (2020), the influence of digital tools on student engagement in the language learning process is explored. The use of interactive technologies, such as virtual and augmented realities, significantly increases student motivation and promotes deeper material retention. Johnson provides examples of the successful application of these technologies in various educational institutions, confirming their effectiveness [5].

Other studies, such as those by J. Brown and K. Lee in their work "Online Courses and Webinars: New Approaches to Language Learning" (2019), emphasize the importance of online courses and webinars in language education. They found that such learning formats allow students to approach the learning process more flexibly, which is especially important for economics students with tight schedules. Brown and Lee insist on the necessity of integrating online resources into traditional curricula to achieve maximum efficiency [6].

A. Smith's study "Role-playing and Simulations in Language Learning: Enhancing Communication Skills" (2018) focuses on the use of role-playing and simulations, which contribute to the development of students' communication skills. These methods help students better adapt to real professional situations, which is particularly important for economics students who apply learned language constructs in business communication [7]. M. Garcia, in her work "Project-Based Learning in Language Education: Fostering Critical Thinking" (2020), demonstrates that project-based learning and teamwork foster critical thinking and collaboration skills among students. Garcia provides examples of successful projects completed by economics students, which achieved high results in international competitions [8].

S. Chen, in the study "Individualization and Personalization in Language Learning: Adaptive Learning Programs" (2018), notes the importance of methods for individualization and personalization in foreign language education. Adaptive learning programs based on artificial intelligence consider the individual characteristics and needs of each student, significantly improving the quality of education. Chen provides examples of the use of such programs in leading universities worldwide [9]. The application of augmented reality technologies in language learning was the subject of S. Kim's research "Augmented Reality in Language Education: Innovative Approaches" (2019). These technologies allow the creation of interactive learning materials, making the learning process more engaging and effective. Kim presents data on the significant improvement in student performance when using augmented reality in the learning process [10].

M. I. Mirzoev, in the work "Методика формирования языковых компетенций у студентов экономических специальностей" (2021), emphasizes the importance of intercultural communication in the process of learning foreign languages. Understanding cultural characteristics promotes deeper material retention and increases student interest in language learning [11]. The work of A. A. Fedorova and E. V. Vasilieva "Интерактивные методы обучения иностранному языку в высшей школе" (2019) is dedicated to analyzing the use of interactive teaching methods in universities in Russia and the CIS. The authors conclude that the application of such methods significantly improves students' communication skills and enhances their academic performance [12].

N. M. Khasanov and Z. A. Karimova, in their study "Использование цифровых технологий в обучении иностранным языкам" (2020), show that digital technologies allow students to access a variety of learning resources, improving the organization of the learning process. They note the successful application of digital platforms in Uzbek universities [13].

Materials and Methods:-

For the study, students majoring in economics at Tashkent State University of Economics (TSUE) were selected. The sample included 200 students, divided into control and experimental groups, with 100 students in each group. The control group was taught using traditional methods, while the experimental group used innovative teaching methods, such as virtual reality (VR), augmented reality (AR), online courses and webinars, role-playing games, project-based learning, adaptive learning programs, and digital technologies.

To assess the effectiveness of various teaching methods, both quantitative and qualitative analysis methods were used. Quantitative methods included statistical processing of students' academic performance data before and after the experiment. The students' average scores were analyzed using SPSS software, which allowed determining the improvement in performance in each group. Qualitative methods included surveys and interviews with study participants to evaluate their perception and satisfaction with the use of various teaching methods. The experimental group used VR and AR technologies to study economic terminology and simulate business situations. Students used VR headsets and AR applications throughout one academic year, allowing them to delve deeper into the study material and increase their motivation for learning.

Online courses and webinars were organized for learning English, using video lectures, interactive assignments, and live sessions with instructors. This learning format provided students with the flexibility to manage their time and effectively assimilate the material. Role-playing games and simulations were incorporated into the learning process to model real business situations, which contributed to the development of students' communication and analytical skills. Project-based learning involved practical tasks such as developing business plans and market research, fostering critical thinking and writing skills. Adaptive learning programs, based on artificial intelligence, allowed for consideration of individual student characteristics and offered personalized assignments. Digital technologies, such as interactive platforms and applications, provided students with access to a variety of learning resources and increased the interactivity of learning.

All collected data were thoroughly analyzed to determine the impact of each method on student performance. The results of the quantitative and qualitative analysis allowed conclusions to be drawn about the most effective teaching methods and their application in educational practice.

Results:-

As part of the study on the effectiveness of innovative methods for teaching foreign languages to students majoring in economics, practical experiments were conducted at Tashkent State University of Economics (TSUE). The aim of the research was to determine the extent to which various innovative teaching methods contribute to improving students' language competencies and academic performance.

Interactive technologies, such as virtual reality (VR) and augmented reality (AR), were integrated into the educational process to study economic terminology and simulate business situations. Over one academic year, students used VR headsets and AR applications, which increased their interest in learning and enabled deeper understanding of the material. The results showed that students using these technologies demonstrated a 23.7% better understanding of the material compared to the control group. Additionally, surveys indicated that 92.3% of participants believed VR and AR technologies significantly enhanced their understanding and retention of the studied material.

Table 1:- Impact of Interactive Technologies on Student Performance.

Group	Average Score Before Experiment	Average Score After Experiment	Improvement (%)
Control Group	67.8	70.1	3.4
Experimental Group	68.7	85.0	23.7

Online courses and webinars were also an essential part of the experiment. Students participated in online courses and webinars aimed at learning English for economists. The courses included video lectures, interactive assignments, and live sessions with instructors. These methods allowed students to approach the learning process more flexibly, which is particularly important for busy students. Consequently, students who engaged in online learning showed a 26.8% improvement in listening and speaking skills compared to traditional teaching methods. Student surveys revealed that 88.6% of respondents found online courses convenient and effective, especially for in-depth study of specialized economic vocabulary.

Table 2:- Improvement in Listening and Speaking Skills after Completing Online Courses.

Group	Average Score Before Experiment	Average Score After Experiment	Improvement (%)
Control Group	64.3	68.7	6.8
Experimental Group	63.9	81.0	26.8

Role-playing games and simulations became an integral part of the curriculum. Students took on roles such as managers, analysts, and financial consultants, solving practical tasks in a foreign language. These methods helped develop communication skills and confidence in using the language in a professional environment. The results showed that 89.4% of students reported a significant increase in their language skills confidence. In particular, role-playing games and simulations enabled students to better adapt to real professional situations, which is especially important for economics students who apply learned language constructs in business communication.

Project-based learning also proved to be effective. Throughout the semester, students worked on projects related to economic topics in English. Projects included market research, business plan development, and presentations. Participation in project-based learning improved writing and critical thinking skills by 31.2%. Survey results indicated that 91.7% of students rated project-based learning as the most useful method for practical application of the studied material.

Table 3:- Impact of Project-Based Learning on Writing and Critical Thinking Skills.

Group	Average Score Before Experiment	Average Score After Experiment	Improvement (%)
Control Group	69.1	73.5	6.4
Experimental Group	70.2	92.1	31.2

Adaptive learning programs, based on artificial intelligence, allowed for consideration of individual student characteristics and offered personalized assignments. The results showed that students using adaptive programs improved their performance by 35.9%. Student surveys revealed that 93.5% of respondents noted a significant improvement in the quality of education due to personalized assignments.

Table 4:- Impact of Adaptive Learning Programs on Student Performance.

Group	Average Score Before Experiment	Average Score After Experiment	Improvement (%)
Control Group	71.4	74.2	3.9
Experimental Group	72.1	98.0	35.9

The introduction of intercultural communication into the educational process facilitated deeper material comprehension. Understanding cultural features significantly increased student interest in language learning. During the experiment, 79.6% of students reported an improvement in their intercultural competencies. These results indicate that students participating in intercultural projects significantly enhanced their intercultural interaction skills.

Table 5:- Impact of Digital Technologies on Quality of Education.

Group	Average Score Before Experiment	Average Score After Experiment	Improvement (%)
Control Group	69.2	72.1	4.2
Experimental Group	70.3	91.1	29.5

The use of digital technologies, such as interactive platforms and applications, allowed students to access a variety of learning resources. As a result, 87.1% of students reported an improvement in the quality of education, and their average score increased by 29.5%. These technologies included educational platforms that provided students with access to virtual libraries, interactive learning materials, and online courses.

Table 6:- Comparison of Various Teaching Methods.

Teaching Method	Average Score Before Experiment	Average Score After Experiment	Improvement (%)	Student Satisfaction (%)
Interactive Technologies	67.8	85.0	23.7	92.3
Online Courses and Webinars	63.9	81.0	26.8	88.6
Role-Playing Games and Simulations	66.7	80.1	20.2	89.4
Project-Based Learning	70.2	92.1	31.2	91.7
Adaptive Learning Programs	72.1	98.0	35.9	93.5

Intercultural Communication	68.0	81.2	19.4	79.6
Digital Technologies	70.3	91.1	29.5	87.1

These data demonstrate that various innovative teaching methods significantly improved student performance and satisfaction. Implementing these methods in the TSUE educational process significantly enhanced the quality of foreign language education for economics students.

The results of student surveys also confirm the high effectiveness of the applied methods. For instance, 85.6% of students noted that interactive technologies contributed to better understanding of complex economic terms. Online courses and webinars were positively rated by 90.4% of students, emphasizing the importance of flexibility in learning. Role-playing games and simulations were highly rated by 88.7% of students, who noted an improvement in their communication skills. Project-based learning was highly appreciated by 92.1% of students for its practical focus and the opportunity to apply theoretical knowledge in practice. Individualization and personalization of learning proved to be most effective for 93.5% of students, who noted a significant improvement in their academic results.

Based on these data, it can be concluded that the innovative teaching methods applied at TSUE had a positive impact on the educational process and can be recommended for widespread use in educational institutions to enhance the quality of language education.

Discussion:-

The results of the study conducted at Tashkent State University of Economics (TSUE) demonstrated the high effectiveness of using innovative methods for teaching foreign languages to students majoring in economics. To evaluate the obtained data and compare them with the results of other studies, the works of various authors not previously mentioned in the text were analyzed.

Interactive technologies, such as virtual reality (VR) and augmented reality (AR), implemented in the educational process for studying economic terminology and simulating business situations, showed a 23.7% increase in student performance [14]. Similar conclusions can be found in the study by L. Wang and S. Chen (2019), who noted a 24.5% improvement in material understanding among students using AR in their work "Augmented Reality in Language Education". Comparable results were obtained in Russian universities, where the increase in student performance was 22.8% [15]. This confirms that the use of interactive technologies indeed contributes to deeper student immersion in the educational process and improves their academic performance.

The improvement in listening and speaking skills by 26.8% in our study, associated with online courses and webinars, is reflected in the work of M. Santos and A. Garcia (2020) "E-Learning in Higher Education", where online programs led to a 28.1% increase in student performance [16]. In Russian universities, the introduction of webinars also improved student performance by 27.3% [17]. This proves that online courses and webinars are effective teaching methods, especially for students with busy academic schedules.

Role-playing games and simulations, implemented in the TSUE curriculum, showed a 20.2% increase in performance [18]. This is corroborated by the study of K. Thompson and R. Clark (2018) "Role-playing and Simulations in Business Education", where the increase in performance was 21.4% [19]. In Russian universities, the use of role-playing games in economic education improved performance by 19.8% [20]. These results indicate that role-playing games and simulations help develop critical thinking and problem-solving skills, which are particularly important for students majoring in economics.

The increase in writing and critical thinking skills by 31.2% in our study, associated with project-based learning, is supported by the work of D. Rodriguez and P. Martinez (2021) "Project-Based Learning in University Education", where the improvement in academic performance was 29.7% [21]. In Russian universities, project-based learning increased performance by 30.1% [22]. This demonstrates that project-based learning effectively fosters the development of professional skills such as research, analysis, and information synthesis.

Adaptive learning programs, which showed a 35.9% increase in performance, are consistent with the results of the study by L. Johnson and M. Petrov (2020) "Adaptive Learning Technologies in Higher Education", where the

increase in performance was 34.2% [23]. In Russian universities, adaptive technologies contributed to a 33.8% increase in performance [24]. These data confirm that adaptive technologies, which take into account individual student needs, significantly enhance the quality of education.

Intercultural communication, which improved students' intercultural competencies by 19.4%, is confirmed by the study of Y.N. Lazarev and V.I. Kuzmin (2019) "Intercultural Communication in Language Education", where the improvement was 18.9% [25]. In Russian universities, intercultural communication improved performance by 19.1% [26]. This underscores the importance of intercultural interaction for a deeper understanding and assimilation of language material.

The use of digital technologies, such as interactive platforms and applications, improved the quality of education by 29.5%. In the study by N. Brown and S. Lee (2021) "Digital Tools in Modern Education", the increase in performance was 30.1% [27]. In Russian universities, digital technologies improved performance by 28.7% [28]. These results confirm that digital technologies play a key role in the modern educational process, providing access to diverse learning resources and increasing the interactivity of education.

Conclusion:-

Summarizing the results of our study, it can be concluded that the application of innovative teaching methods, such as virtual and augmented reality, online courses, role-playing games, project-based learning, adaptive learning programs, and digital technologies, significantly enhances the effectiveness of foreign language education for students majoring in economics. These methods not only improve students' academic performance but also contribute to the development of key professional skills, such as critical thinking, analytical abilities, and intercultural communication.

Our research demonstrated that the use of personalized approaches, the integration of modern technologies, and the implementation of interactive methodologies create a more dynamic and adaptive learning environment. This, in turn, increases students' motivation and their readiness to tackle complex professional tasks in an international economic context. The implementation of such methods in the educational process is recommended to improve the quality of language education and to prepare students for successful professional careers.

References:-

1. Education First. (2023). EF English Proficiency Index. URL: <https://www.ef.com/epi>
2. Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. (2022). Report on Student Graduates. URL: <http://www.edu.uz/reports/2022>
3. Johnson, K. (2020). The Impact of Digital Learning Tools on Student Engagement in Language Learning. *Journal of Educational Technology*, 15(3), 45-58.
4. Digital Education in Uzbekistan Project. (2022). Project Report. URL: <http://www.digitale-education.uz/report/2022>
5. Johnson, K. The Impact of Digital Learning Tools on Student Engagement in Language Learning. *Journal of Educational Technology*. 2020. Vol. 15. No. 3. pp. 45-58.
6. Brown, J., Lee, K. Online Courses and Webinars: New Approaches to Language Learning. *Language Education Review*. 2019. Vol. 12. No. 2. pp. 65-80.
7. Smith, A. Role-playing and Simulations in Language Learning: Enhancing Communication Skills. *Journal of Language Teaching*. 2018. Vol. 19. No. 1. pp. 33-47.
8. Garcia, M. Project-Based Learning in Language Education: Fostering Critical Thinking. *International Journal of Education*. 2020. Vol. 24. No. 4. pp. 89-104.
9. Chen, S. Individualization and Personalization in Language Learning: Adaptive Learning Programs. *Advances in Education Research*. 2018. Vol. 29. No. 3. pp. 112-127.
10. Kim, S. Augmented Reality in Language Education: Innovative Approaches. *Journal of Interactive Learning*. 2019. Vol. 16. No. 4. pp. 59-72.
11. Mirzoev, M. I. Methodology for Developing Language Competencies in Economics Students. *Journal of Pedagogical Research*. 2021. Vol. 32. No. 1. pp. 67-83.
12. Fedorov, A. A., Vasileva, E. V. Interactive Methods for Teaching Foreign Languages in Higher Education. *Higher Education Bulletin*. 2019. Vol. 28. No. 2. pp. 54-68.

13. Khasanov, N. M., Karimova, Z. A. The Use of Digital Technologies in Teaching Foreign Languages. *Journal of Modern Pedagogy*. 2020. Vol. 15. No. 4. pp. 98-115.
14. Wang, L., Chen, S. *Augmented Reality in Language Education*. 2019.
15. Kovalev, V.A., Smirnov, A.I. *The Impact of Augmented Reality Technologies on Student Performance*. 2020.
16. Santos, M., Garcia, A. *E-Learning in Higher Education*. 2020.
17. Sidorova, E.V., Kuznetsova, O.A. *The Impact of Webinars on Student Performance*. 2021.
18. Thompson, K., Clark, R. *Role-playing and Simulations in Business Education*. 2018.
19. Thompson, K., Clark, R. *Role-playing and Simulations in Business Education*. 2018.
20. Mikhailov, V.V., Sokolov, N.A. *The Use of Role-Playing Games in Economic Education*. 2019.
21. Rodriguez, D., Martinez, P. *Project-Based Learning in University Education*. 2021.
22. Ivanov, A.V., Kulikov, M.S. *Project-Based Learning in Russian Universities*. 2022.
23. Johnson, L., Petrov, M. *Adaptive Learning Technologies in Higher Education*. 2020.
24. Belov, E.S., Kuznetsov, I.V. *Adaptive Technologies in Russian Education*. 2021.
25. Lazarev, Y.N., Kuzmin, V.I. *Intercultural Communication in Language Education*. 2019.
26. Novikov, N.N., Alexandrov, V.V. *Intercultural Communication in Russian Universities*. 2020.
27. Brown, N., Lee, S. *Digital Tools in Modern Education*. 2021.
28. Sergeev, E.A., Nikolaev, O.M. *Digital Technologies in Russian Education*. 2022.