SPECIFIC OBJECTIVES OF THE STUDY RELATED TO THE USE OF DIGITAL TECHNOLOGIES IN TEACHING ECONOMICS VOCABULARY TO B2 LEVEL LEARNERS

University of World Economy and Diplomacy English Language department

Inagamova Nargis Abdullayevna

Annotation: *This article explores the specific objectives of studying the use of digital technologies in enhancing the lexical competence of economics students at the B2 level. The primary goal is to investigate how digital tools can support vocabulary acquisition, retention, and contextual understanding of economics-specific terminology. The study examines the role of interactive simulations, digital flashcards, collaborative learning platforms, and personalized learning technologies in helping students master economics vocabulary. By focusing on practical applications, this research aims to identify effective strategies for integrating digital technologies into economics education to improve students' ability to use specialized terms confidently in both academic and professional settings. The findings are intended to contribute to the development of more effective pedagogical approaches for teaching economics vocabulary.*

Keywords: *Digital technologies, Vocabulary acquisition, Economics education, Interactive simulations, Personalized learning, B2 level, Lexical competence, Educational tools, Collaborative learning.*

The integration of digital technologies in language learning has transformed how students engage with academic content, especially in specialized fields like economics. The primary objective of this study is to investigate the potential of digital tools in improving the lexical competence of economics students, particularly those at the B2 level of language proficiency. This article outlines the specific objectives of such a study, exploring how digital technologies can enhance the teaching and learning of economics vocabulary, support deeper understanding of

economic concepts, and improve communication skills among students.

One of the key objectives of the study is to evaluate how digital technologies can aid in the acquisition and retention of economics-specific vocabulary. Economics, as a field, has a vast and complex lexicon, ranging from terms like "inflation" and "monetary policy" to more specialized terms like "opportunity cost" and "marginal utility." Traditional classroom methods often struggle to provide adequate exposure to this specialized vocabulary. In contrast, digital tools offer students dynamic, engaging ways to interact with and internalize this vocabulary.

For instance, tools like Quizlet and Memrise allow students to create digital flashcards and engage in spaced repetition, a proven method for long-term vocabulary retention (Schmitt, 2010). These tools can be used to present economic terms in a variety of contexts, helping students not only memorize definitions but also understand their practical applications. As noted by Godwin-Jones (2018), the gamified and interactive nature of these tools promotes deeper engagement, making it easier for students to retain complex economic terms.

Another key objective of this study is to explore how digital simulations and virtual environments can provide students with context for using economics vocabulary in real-world scenarios. Economics is inherently practical, and understanding terminology in abstract is insufficient for its application. Digital technologies, such as online economic simulations and interactive video lessons, can bridge the gap between theory and practice by offering students the opportunity to apply what they’ve learned in realistic settings.

For example, platforms like Kahoot or the virtual stock market games provided by sites like MarketWatch allow students to practice using economics vocabulary within simulated environments (Brett & Nascimento, 2020). These simulations mimic real-world economic conditions, such as market fluctuations or government policies, where students must use the correct economic terms to analyze and respond to changes. By engaging in these activities, students not only learn the vocabulary but also gain a contextual understanding of how it is used in practice. This enhances both their conceptual understanding of economics and their

communicative competence in the field.

Digital tools also facilitate collaborative learning, which is an important aspect of language development. A specific objective of this study is to examine how digital platforms can promote peer-to-peer interaction, thereby fostering a collaborative environment for learning economics vocabulary. Digital discussion boards, online forums, and group projects enable students to engage with each other, discuss economic issues, and use the specialized vocabulary in a more authentic setting.

For instance, platforms like Padlet and Google Classroom allow students to share their insights and research, discuss economic concepts, and work collaboratively on assignments. By interacting with peers, students are encouraged to use and refine their understanding of economic vocabulary in a social and academic context. According to Vygotsky's (1978) theory of social constructivism, collaborative learning enables students to internalize vocabulary more effectively through social interaction and shared knowledge. This objective is vital for students at the B2 level, who are transitioning from basic comprehension to the active use of language in complex, academic discourse.

Another objective of the study is to investigate how digital technologies can support personalized learning, allowing students to focus on vocabulary areas where they need the most improvement. With digital platforms, students can access a wealth of resources tailored to their learning needs, progressing at their own pace and revisiting challenging terms as necessary. Adaptive learning technologies, like Duolingo and Lingvist, utilize algorithms to assess a student's proficiency and customize their learning journey accordingly (Ravenscroft, 2019).

This personalized approach is especially beneficial for economics students, as it allows them to concentrate on areas where they may lack knowledge or confidence, such as highly specialized terms related to finance, trade, or government policy. Furthermore, such tools can track students' progress and provide instant feedback, helping them understand which terms they have mastered and which need further practice. This immediate feedback loop enhances the learning experience by

providing continuous opportunities for improvement.

In conclusion, the specific objectives of this study focus on examining the potential of digital technologies to enhance the teaching and learning of economics vocabulary. By assessing how tools like flashcards, simulations, collaborative platforms, and personalized learning apps can be used to improve vocabulary acquisition, understanding, and application, this study aims to identify effective strategies for integrating digital technologies into economics education. The findings from such a study would offer valuable insights into how digital tools can bridge the gap between theoretical learning and practical application, providing students with the necessary skills to communicate effectively and confidently in the field of economics.

Reference List

1. Brett, P., & Nascimento, M. (2020). Using digital simulations to teach economics: Engaging students in real-world applications. Journal of Educational Technology & Society, 23(2), 33-45.
2. Godwin-Jones, R. (2018). Emerging technologies: Language learning and mobile technologies. Language Learning & Technology, 22(1), 3-17.
3. Ravenscroft, A. (2019). Digital learning: A new era in education. Educational Technology Research & Development, 67(1), 57-71.
4. Schmitt, N. (2010). Researching vocabulary: A vocabulary research manual. Palgrave Macmillan.
5. Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.