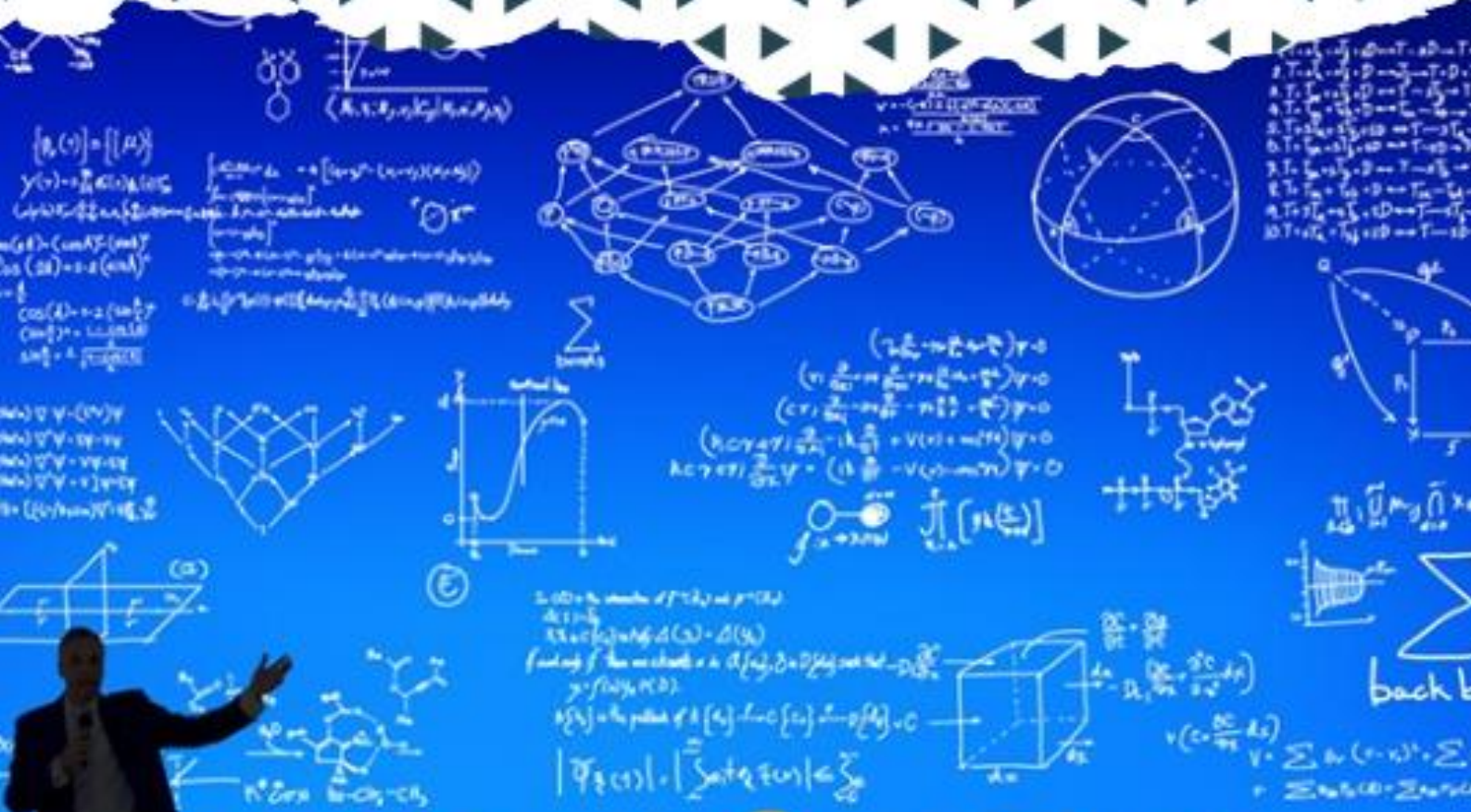




INNOVATIVE WORLD
Ilmiy tadqiqotlar markazi

ZAMONAVIY ILM-FAN VA TA'LIM: MUAMMO VA YECHIMLAR ILMIY-AMALIY KONFERENSIYA



Google Scholar  zenodo  OpenAIRE



+998335668868

<https://innoworld.net>

2026



«INNOVATIVE WORLD» ILMIY TADQIQOTLARNI QO'LLAB-
QUVVATLASH MARKAZI

«ZAMONAVIY ILM-FAN VA TADQIQOTLAR: MUAMMO VA
YECHIMLAR» NOMLI 2026-YIL № 5-SONLI ILMIY,
MASOFAVIY, ONLAYN KONFERENSIYASI

ILMIY-ONLAYN KONFERENSIYA TO'PLAMI
СБОРНИК НАУЧНЫХ-ОНЛАЙН КОНФЕРЕНЦИЙ
SCIENTIFIC-ONLINE CONFERENCE COLLECTION

Google Scholar



ResearchGate

zenodo



ADVANCED SCIENCE INDEX



Directory of Research Journals Indexing

www.innoworld.net

O'ZBEKISTON-2026



Developing Critical Thinking Skills in English for Economic Purposes

Maxamatjonov Durbek Narimonjon og'li

Andijan State Technical Institute

1st-year student, Faculty of Economics

Abstract:

This article examines the development of critical thinking skills in English for Economic Purposes (EEP) within the context of modern higher education. It emphasizes the growing importance of integrating linguistic competence with analytical reasoning for economics students in a globalized environment. The study explores theoretical frameworks such as Content and Language Integrated Learning (CLIL), Cognitive Load Theory, and Bloom's Taxonomy to explain how students can move from basic language proficiency to advanced analytical thinking. Key challenges, including limited academic vocabulary, conceptual misunderstandings, and difficulties in expressing complex ideas in English, are analyzed. The article also highlights effective pedagogical strategies such as case studies, structured debates, and academic writing frameworks to enhance both critical thinking and language skills. It concludes that combining language learning with critical analysis is essential for preparing globally competent economists.

Keywords:

critical thinking, English for Economic Purposes, CLIL, cognitive load theory, Bloom's taxonomy, academic writing, economic analysis, language proficiency, ESP, higher education

Annotatsiya:

Ushbu maqolada zamonaviy oliy ta'lim tizimida iqtisodiyot yo'nalishi talabalari uchun ingliz tilida tanqidiy fikrlash ko'nikmalarini rivojlantirish masalasi tahlil qilinadi. Unda globallashuv sharoitida til bilimlari va analitik tafakkurni integratsiya qilishning ahamiyati yoritiladi. Tadqiqotda Content and Language Integrated Learning (CLIL), kognitiv yuklama nazariyasi hamda Blum taksonomiyasi kabi nazariy yondashuvlar asosida talabalarni oddiy til bilimidan murakkab tahliliy fikrlash darajasiga olib chiqish yo'llari ko'rib chiqiladi. Shuningdek, akademik lug'atning yetishmasligi, tushunchalarni noto'g'ri anglash va murakkab fikrlarni ingliz tilida ifodalashdagi qiyinchiliklar tahlil qilinadi. Maqolada keys-metod, bahs-munozaralar va akademik yozuv kabi samarali pedagogik usullar taqdim etiladi. Xulosa qilib aytganda, til va tanqidiy fikrlashni uyg'unlashtirish global iqtisodchilarni tayyorlashda muhim ahamiyatga ega.

Kalit so'zlar :

tanqidiy fikrlash, iqtisodiyot uchun ingliz tili, CLIL, kognitiv yuklama nazariyasi, Blum taksonomiyasi, akademik yozuv, iqtisodiy tahlil, til kompetensiyasi, ESP, oliy ta'lim

Аннотация:

В данной статье рассматривается развитие навыков критического мышления у студентов экономических специальностей в рамках обучения английскому языку для специальных целей (ЕЕР). Подчеркивается необходимость интеграции языковой компетенции и аналитического мышления в условиях глобализации. В работе анализируются теоретические подходы, такие как Content and Language Integrated Learning (CLIL), теория когнитивной нагрузки и таксономия Блума, которые помогают перейти от базового владения языком к глубокому аналитическому мышлению. Рассматриваются основные трудности, включая ограниченный академический словарный запас, проблемы понимания концепций и выражения сложных идей на английском языке. Особое внимание уделяется педагогическим стратегиям, таким как кейс-метод, дебаты и академическое письмо. Делается вывод о том, что интеграция языка и критического мышления является ключевым фактором подготовки конкурентоспособных экономистов.

Ключевые слова:

критическое мышление, английский язык для экономики, CLIL, теория когнитивной нагрузки, таксономия Блума, академическое письмо, экономический анализ, языковая компетенция, ESP, высшее образование

In the contemporary globalized academic and professional environment, the relationship between language proficiency and intellectual capability has become increasingly significant. For students of economics, English is no longer merely a subject to be mastered; it is the primary medium through which knowledge is accessed, interpreted, and communicated. Economic theories, policy debates, and financial analyses are predominantly produced and disseminated in English, making linguistic competence a prerequisite for meaningful participation in global discourse. However, the acquisition of language skills alone does not guarantee academic or professional success. A critical gap persists between the ability to understand English and the ability to think critically within it. Bridging this gap represents one of the most pressing challenges in modern economic education.

Critical thinking, in the context of English for Economic Purposes (EEP), extends beyond simple comprehension or reproduction of information. It involves the capacity to analyze economic arguments, evaluate evidence, question assumptions, and construct well-reasoned conclusions using the English language.



Economics itself is not a monolithic discipline; rather, it is characterized by diverse and often competing theoretical frameworks, ranging from Classical and Keynesian perspectives to Behavioral and Developmental approaches. Students must therefore develop the intellectual flexibility to navigate these paradigms, compare their underlying assumptions, and assess their practical implications. When this process occurs in a second language, it requires not only cognitive effort but also linguistic precision, making the integration of critical thinking and language learning essential.

One of the most effective theoretical approaches for achieving this integration is Content and Language Integrated Learning (CLIL). This framework posits that language acquisition is most effective when it occurs simultaneously with content learning. In other words, students do not learn English in isolation; they learn it through engaging with meaningful subject matter. In the context of economics, this means analyzing real-world economic problems, interpreting data, and discussing policy issues in English. By doing so, students develop both linguistic competence and conceptual understanding, reinforcing each other in a mutually beneficial process.

However, the integration of language and critical thinking is not without its challenges. Cognitive Load Theory provides valuable insight into the difficulties faced by non-native speakers studying economics in English. The human brain has a limited capacity for processing information, and when students are required to decode complex language structures while simultaneously understanding abstract economic models, their cognitive resources can become overwhelmed. This is particularly evident when dealing with concepts such as the IS-LM model, the Phillips Curve, or general equilibrium theory. In such cases, students may focus on memorizing terminology rather than understanding underlying principles. Critical thinking serves as a bridge, encouraging learners to move beyond surface-level comprehension and engage with the logic and implications of economic phenomena.

Bloom's Taxonomy offers a useful framework for structuring the development of these skills. At the lower levels, students are expected to remember and understand basic concepts such as gross domestic product, fiscal policy, and elasticity. While these foundational skills are necessary, they are insufficient for professional competence. Higher-order thinking skills—application, analysis, evaluation, and creation—are essential for engaging with real-world economic issues. For example, a student may initially learn the definition of diminishing marginal utility, but true understanding emerges when they apply this concept to explain consumer behavior or evaluate its relevance in different market contexts. At the highest level, students are expected to critique economic policies and



propose alternative solutions, articulating their arguments clearly and persuasively in English.

Despite the theoretical clarity of these frameworks, practical implementation in the classroom presents significant challenges. One major obstacle is the discrepancy between terminology and conceptual understanding. Economic terms often carry different connotations depending on cultural and ideological contexts. For instance, the concept of a "free market" may evoke different interpretations in different countries, shaped by historical experiences and political systems. Students must therefore learn to deconstruct these terms, examining their underlying assumptions and implications rather than accepting them at face value. This process requires both linguistic competence and critical awareness.

Another challenge is the so-called "silence factor," which refers to students' reluctance or inability to express complex ideas in a second language. Many learners possess Basic Interpersonal Communication Skills (BICS), enabling them to engage in everyday conversations, but lack Cognitive Academic Language Proficiency (CALP), which is necessary for academic discourse. As a result, they may understand economic concepts but struggle to articulate their thoughts in English, particularly when required to evaluate or critique arguments. Overcoming this barrier requires targeted instruction that emphasizes not only vocabulary but also the structures and conventions of academic communication.

Logical fallacies represent an additional area of concern. In economic discourse, flawed reasoning can lead to incorrect conclusions and misguided policies. Students must be trained to identify common fallacies, such as assuming causation based on temporal sequence or drawing general conclusions from limited data. Developing this skill in English requires careful attention to both language and logic, as students must be able to recognize and articulate errors in reasoning within a foreign linguistic framework.

To address these challenges, educators must adopt innovative and student-centered pedagogical strategies. The case study method, widely used in leading business schools, is particularly effective in fostering critical thinking. By presenting students with real-world scenarios, such as hyperinflation in a specific country or the rapid growth of financial technology in emerging markets, educators create opportunities for active engagement and analysis. Rather than simply summarizing information, students are encouraged to identify underlying assumptions, evaluate evidence, and propose alternative solutions. This approach not only enhances analytical skills but also provides a meaningful context for



language use, enabling students to practice evaluative and argumentative structures in English.

Structured debates represent another powerful tool for developing critical thinking in EEP. By engaging in discussions on controversial economic issues, students are required to consider multiple perspectives, construct logical arguments, and respond to opposing viewpoints. For example, a debate on the implementation of a carbon tax would require students to balance empirical evidence with ethical considerations, distinguishing between positive and normative economics. This process encourages the use of conditional language, persuasive rhetoric, and evidence-based reasoning, all of which are essential components of professional communication.

Academic writing also plays a crucial role in the development of critical thinking skills. Writing in economics is not merely about grammatical accuracy; it involves the construction of coherent and logically structured arguments. The PEEL framework—Point, Evidence, Explanation, Link—provides a useful model for organizing ideas and ensuring clarity. By following this structure, students learn to present their arguments systematically, support them with relevant evidence, and connect individual points to broader themes. This not only improves the quality of their writing but also reinforces their understanding of economic concepts.

In addition to writing, data literacy is an essential component of modern economic education. In an era characterized by the proliferation of data, economists must be able to interpret and evaluate statistical information critically. This includes not only understanding what the data shows but also recognizing its limitations. For example, an increase in gross domestic product may suggest economic growth, but it may also mask underlying inequalities or environmental costs. Expressing such nuanced interpretations in English requires advanced linguistic skills, including the use of complex sentence structures and subordinating conjunctions.

The integration of critical thinking into EEP ultimately transforms students from passive recipients of knowledge into active participants in economic discourse. It encourages them to question assumptions, evaluate evidence, and develop independent perspectives. This transformation is not only intellectual but also professional, as students begin to see themselves as analysts capable of contributing to global discussions.

In conclusion, the development of critical thinking skills in English for Economic Purposes represents a fundamental shift in the goals of economic education. It moves beyond the traditional focus on language acquisition and emphasizes the



integration of linguistic and cognitive competencies. By adopting frameworks such as CLIL, addressing cognitive challenges, and implementing innovative pedagogical strategies, educators can equip students with the skills necessary to navigate the complexities of the global economy. Ultimately, the objective is not to produce translators of economic texts, but to cultivate thinkers who can engage critically, communicate effectively, and contribute meaningfully to the evolving landscape of international economics.

Scientific supervisor: Karimova Feruzaxon Inoyatovna

References :

1. Anderson, L. W., & Krathwohl, D. R. (2011). *A taxonomy for learning, teaching, and assessing*. Longman.
2. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
3. Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.
4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
5. Harmer, J. (2007). *How to teach English* (2nd ed.). Pearson Longman.
6. Mankiw, N. G. (2021). *Principles of economics* (9th ed.). Cengage Learning.
7. Varian, H. R. (2019). *Intermediate microeconomics: A modern approach* (9th ed.). W.W. Norton & Company.
8. Frank, R. H., & Bernanke, B. S. (2019). *Principles of economics* (7th ed.). McGraw-Hill.

