

**DEVELOPING THE SKILLS OF TEACHING WORDS RELATED TO
ENTREPRENEURSHIP THROUGH UPPER CLASS NATIVE LANGUAGE CLASSES****Rafiqova Malika Faxriddinovna**

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Annotation: This article explores effective methods for developing the skills of teaching entrepreneurship-related vocabulary through upper secondary mother tongue classes. The study emphasizes the role of lexical instruction in fostering students' entrepreneurial awareness, economic thinking, and communicative competence. By analyzing the content of mother tongue textbooks and classroom practices, the research highlights how entrepreneurship-related words and expressions can be integrated into language lessons through contextual, communicative, and competency-based approaches. The article also discusses the pedagogical value of vocabulary-focused tasks in enhancing learners' ability to understand and apply entrepreneurial concepts in real-life situations. The findings suggest that systematic and purposeful teaching of entrepreneurship-related vocabulary contributes to the development of both linguistic and entrepreneurial competencies among upper secondary school students.

Keywords: entrepreneurship-related vocabulary, mother tongue classes, upper secondary education, lexical competence, competency-based approach.

Annotatsiya: Mazkur maqolada yuqori sinflarda ona tili darslari orqali tadbirkorlikka oid soʻz va terminlarni oʻqitish koʻnikmalarini rivojlantirish masalalari yoritiladi. Tadqiqotda leksik birliklarning oʻquvchilarda iqtisodiy tafakkur, tadbirkorlik ongini shakllantirish va kommunikativ kompetensiyani rivojlantirishdagi ahamiyati tahlil qilinadi. Ona tili darsliklari va amaliy mashgʻulotlar misolida tadbirkorlikka oid soʻzlarni kontekstual va kompetensiyaviy yondashuv asosida oʻqitish usullari koʻrsatib beriladi. Maqolada leksikaga yoʻnaltirilgan mashqlar orqali oʻquvchilarning tadbirkorlik tushunchalarini real hayotda qoʻllash imkoniyatlarini kengaytirish yoʻllari asoslab beriladi.

Kalit soʻzlar: tadbirkorlikka oid soʻzlar, ona tili darslari, yuqori sinflar, leksik kompetensiya, kompetensiyaviy yondashuv.

Аннотация: В статье рассматриваются вопросы развития навыков обучения предпринимательской лексике на уроках родного языка в старших классах. В исследовании подчеркивается значение лексической работы в формировании предпринимательского мышления, экономического сознания и коммуникативной компетенции учащихся. На основе анализа учебников и учебной практики показаны способы интеграции предпринимательской лексики в процесс обучения родному языку с использованием контекстуального и компетентностного подходов. Отмечается педагогическая ценность лексико-ориентированных заданий для применения предпринимательских понятий в реальных жизненных ситуациях.

Ключевые слова: предпринимательская лексика, уроки родного языка, старшие классы, лексическая компетенция, компетентностный подход.

Introduction

In the research of rapid economic development and increasing global competitiveness, entrepreneurship education has become an essential component of modern secondary education. Contemporary educational systems aim not only to provide learners with linguistic knowledge but also to equip them with practical skills that support economic awareness, initiative, and independent thinking. As a result, the integration of entrepreneurship-related content into school subjects, including mother tongue instruction, has gained particular significance. Mother tongue classes at the upper secondary level play a crucial role in developing students' lexical,

communicative, and cognitive competencies. Vocabulary teaching is a fundamental aspect of language education, as it directly influences learners' ability to comprehend texts, express ideas accurately, and participate effectively in communication. Teaching words related to entrepreneurship within mother tongue lessons allows students to become familiar with key economic concepts and terminology while simultaneously strengthening their language proficiency. Recent educational reforms emphasize a competency-based approach, which prioritizes the practical application of knowledge and the development of transferable skills. Within this framework, teaching entrepreneurship-related vocabulary through contextual and communicative methods enables learners to connect linguistic forms with real-life situations. This approach supports the development of entrepreneurial thinking by encouraging students to analyze, interpret, and apply new lexical units in meaningful contexts. Despite the growing importance of entrepreneurship education, the methodological aspects of teaching entrepreneurship-related vocabulary in mother tongue classes remain insufficiently explored. In particular, there is a need for systematic strategies that address the selection, presentation, and practice of such vocabulary at the upper secondary level. Therefore, this article aims to investigate effective ways of developing the skills of teaching words related to entrepreneurship through mother tongue classes, highlighting their pedagogical value in fostering both lexical competence and entrepreneurial awareness among students.

Main Body

Teaching entrepreneurship-related vocabulary in upper secondary mother tongue classes plays an important role in developing students' lexical competence and entrepreneurial awareness. At this stage of education, learners are capable of understanding abstract concepts and establishing connections between language and real-life economic processes. Therefore, vocabulary instruction should go beyond memorization and focus on meaningful use of lexical units in context. Entrepreneurship-related words, such as terms connected with business activity, initiative, management, and financial responsibility, can be effectively introduced through authentic texts and communicative tasks. Mother tongue textbooks provide rich opportunities for teaching such vocabulary, as many texts reflect social, cultural, and economic realities. When learners encounter entrepreneurship-related words within narratives, informational texts, or argumentative passages, they are more likely to grasp their meanings and functional usage. Contextualized vocabulary teaching enables students to understand not only the denotative meaning of words but also their pragmatic and stylistic features. This approach supports the development of critical thinking and helps students relate lexical units to concrete situations. Lexical exercises based on text analysis contribute significantly to the development of entrepreneurial thinking. Tasks such as identifying key vocabulary, explaining terms in one's own words, and using new words in problem-solving situations encourage learners to actively engage with entrepreneurial concepts. Moreover, discussion and debate activities based on texts allow students to express opinions, justify decisions, and evaluate different perspectives. These activities foster initiative, responsibility, and independent thinking, which are essential components of entrepreneurial competence. The competency-based approach emphasizes the practical application of vocabulary knowledge. In this regard, project-based and task-oriented activities are particularly effective in teaching entrepreneurship-related words. For example, students may be asked to create short presentations, write reflective essays, or simulate business-related situations using newly learned vocabulary. Such tasks promote collaboration, creativity, and communicative competence while reinforcing the functional use of entrepreneurial lexicon in meaningful contexts. The role of the teacher is crucial in guiding students toward the effective acquisition of entrepreneurship-related vocabulary. Teachers should carefully select lexical material, design interactive tasks, and encourage learners to apply new words in both oral and written communication. By integrating entrepreneurship-

related vocabulary into mother tongue lessons in a systematic and purposeful manner, educators can enhance students' motivation and prepare them for active participation in social and economic life.

Conclusion

In conclusion, teaching words related to entrepreneurship through upper secondary mother tongue classes has significant pedagogical value in developing both lexical competence and entrepreneurial awareness among students. Contextual and communicative vocabulary instruction enables learners to understand and use entrepreneurship-related lexical units meaningfully, linking language learning with real-life economic and social situations. Such an approach supports the development of critical thinking, initiative, and independent decision-making, which are essential components of entrepreneurial competence. The findings of the study indicate that mother tongue textbooks and text-based activities provide effective opportunities for integrating entrepreneurship-related vocabulary into language lessons. When vocabulary teaching is guided by a competency-based approach and supported by interactive methods, students become more engaged and motivated to apply newly acquired words in practical contexts. As a result, language education contributes not only to linguistic development but also to the formation of transferable life skills. The systematic inclusion of entrepreneurship-related vocabulary in upper secondary mother tongue classes can enhance the overall effectiveness of language education. It prepares students to participate actively in modern socio-economic life by equipping them with the linguistic tools and entrepreneurial mindset necessary for future academic and professional success.

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