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**PROFESSIONALLY ORIENTED COMMUNICATION SKILLS DEVELOPMENT
MECHANISMS FOR FUTURE ECONOMISTS
(IN THE PROCESS OF LEARNING ENGLISH)**

©*Tursunova U.*, Tashkent State University of Economics, Tashkent, Uzbekistan
©*Ibadullayeva U.*, Uzbek State World Languages University, Tashkent, Uzbekistan

**МЕХАНИЗМЫ РАЗВИТИЯ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННЫХ
КОММУНИКАТИВНЫХ НАВЫКОВ У БУДУЩИХ ЭКОНОМИСТОВ
(В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА)**

©*Турсунова У.*, Ташкентский государственный
экономический университет, г. Ташкент, Узбекистан
©*Ибадуллаева У.*, Узбекский государственный университет
иностранных языков, г. Ташкент, Узбекистан

Abstract. The article is devoted to the importance of professionally oriented communication skills development mechanisms in the process of learning English of non-linguistic specialists. The importance of professionally oriented approach to foreign language teaching is grounded and its essence is analyzed. The ways of implementing professionally oriented approach in the process of learning English for future economists are considered.

Аннотация. Статья посвящена важности механизмов развития профессионально ориентированных коммуникативных навыков в процессе изучения английского языка специалистами неязыкового профиля. Обоснована важность профессионально ориентированного подхода в обучении иностранному языку и проанализирована его сущность. Рассмотрены пути реализации профессионально ориентированного подхода в процессе обучения английскому языку будущих экономистов.

Keywords: professional communication, professional English language, foreign language, problem-based learning.

Ключевые слова: профессиональное общение, профессиональный английский язык, иностранный язык, проблемно-ориентированное обучение.

Globalization and the rise of social media are increasingly exposing polarizing values and beliefs, which means young people — now more than ever-need education that gives them important skills to understand and respect others and be comfortable with difference.

In many countries, there is a significant implementation gap between policy and practice, with implications for three key areas of reform: curricula, resources and teaching. The challenges facing individual countries are distinct and beyond the scope of this briefing, but generally, major reforms are needed in each of these areas in every country. The definition of basic quality education needs to be expanded to include global competencies.

The main goal of innovative education is to develop the personal potential of a student, to adapt the educational process to the needs and requirements of the individual, to orientate learning towards providing opportunities for its self-disclosure.

Currently, large-scale efforts are underway across spheres and industries in Uzbekistan. New enterprises are being commissioned, social infrastructure is developing. There are still big plans and goals to be realized in the future. All this increases demand for professionals, for qualified specialists play a decisive role in development of any sphere, the execution of diverse projects.

It was noted that prior to the introduction of modern education system, it is essential to develop its methodological base, update educational programs proceeding from international requirements, prepare, retrain and improve the qualifications of teachers and industrial training masters. The President of Uzbekistan Shavkat Mirziyoyev urged the officials to elaborate proposals for stimulating the interest of young people in the acquisition of professions. The Head of the state highlighted the issue of adapting the new vocational education system to the requirements of the labor market. Shavkat Mirziyoyev stressed that unemployment is observed locally, and, at the same time, there is a great demand for specialists in working professions. Thus, the textile industry experiences shortage of 46 thousand professionals, the construction industry – 104 thousand specialists, the metalworking sector feels demand for 71 thousand, while the services industry needs people for 67 thousand positions. This is a consequence of the lack of close interaction between education and production. In this regard, Uzbekistan's leader indicated that the main criterion of activities of education institutions should become the employment of graduates or opening for them a business [1].

Recently, substantial attention has been paid to the organization of effective lessons to improve professionally oriented communication skills development mechanisms for future economists in the process of learning English language in Uzbekistan. Ensuring the quality of education is possible thanks to active search, independent discovery, modeling and solution, practical tasks. Preparation for real life involves the formation of communicative competences in terms of establishing contacts, exchanging information, sharing search and creativity. All this is possible only through the organization of an interactive training model.

The needs for professionals who speak a second language greater than ever, have grown at present time due to the development of international contacts, mastering new technologies and intensifying professional activities in close contact with foreign experts.

We have now discussed that teaching a Professional Foreign Language to Specialists is one of the most actual problems of teaching a second language. In a new concept of teaching a foreign language in a non-linguistic university emphasizes that a foreign language is an integral component of a professional training of a modern specialist of any profile. The objectives of the university course are determined primarily by communicative and cognitive needs of specialists in the relevant field, and it includes study of a foreign language structure, features of speech communication, as well as modeling and training situations of communicative influence.

For students of non-linguistic specialties, foreign language is not the main subject of their training course, and therefore, to make the learning process most effective and focused, the teacher must clearly imagine the role and place of a foreign language in life and work of future professionals. Teaching experience shows that theoretical material on grammar, for example, should be written briefly and concisely. The content of the texts and exercises should be of interest to an adult, and teaching methods, on the one hand, correspond to the inclination of a student to perceive the material consciously, and on the other hand, to encourage active participation of student in the educational process [2].

It is necessary to pay sufficient attention to increasing the motivation for learning among students, for which, on an ongoing basis, not only set tasks, and explain how real, for example, is

the possibility of conducting an elementary conversation on everyday topics and reading texts in a specialty as a result of teaching a foreign language at a university of this sphere.

Nowadays, the role of English language as the main means of professional communication especially in the process of learning English for future economists is currently constantly growing, which is confirmed by the results of studies that are actively carried out both by universities and analytical centers, by various organizations related to public opinion polls.

With regard to surveys among students at economic universities, for example, at the Tashkent State University of Economics (the survey was conducted among undergraduates in 2020 at the Faculty of Banking, the first year students), the overwhelming majority of respondents noted that the main means of foreign language communication in professional activities for them is English (85%), and the leading spheres of communication:

- conversation using special economic terms (85%);
- office work and business correspondence (68%);
- preparation and translation of economic documentation (73%);
- conversation using business vocabulary and conversation on general topics (82%);
- preparation of faxes and telexes (50%);
- participation in seminars, conferences and presentations (80%), etc.

These statistics indicators show that the basis of the content of the educational complex are exercises aimed for teaching oral speech with the activation of speech skills both in the format of General English and Professional English, including business-specific topics.

As it is known, today the primary task of language education is the task of teaching a foreign language as a means of communication, the solution of which presupposes that student have a complex of foreign language knowledge, speech and communication skills, which are the basis of foreign language cognitive potential. In this regard, the principles of communicativeness of future economists and their foreign language capacity acquire special relevance.

As we all know very well, language is central to social interaction in every society, regardless of location and time period. Language and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language. It follows that knowledge of foreign languages as the means of communication requires the ability to navigate in a certain situation, find the most effective ways and means of solving urgent problems, and predicts the results of their educational and communication activities.

A recent study suggests that the subject of cognitive activity of students, who study foreign languages, has become typical situations that arise in a business communication in an English-speaking society. It is achieved by modeling situations of professional cooperation in the educational process in which a foreign language acts as an instrument of social interaction of personalities. Professional communication involves such speech actions, as a presentation of material, written and oral exchange of information, expression of opinion, discussion. For successful professional interaction, students should combine language competence, professional knowledge and socio-behavioral context.

In order to verify the validity of the interactive speaking activities, English teachers of our university carried out several methods and techniques. The paper under discussion is intended to describe that the essence of interactive learning is that the educational process is organized in such a way that almost all students are involved in the cognitive process, they have the ability to understand and reflect on what they know and think. The dominance of any participant in the educational process or any idea is excluded. Moreover, this happens in an atmosphere of goodwill

and mutual support, which allows not only obtaining new knowledge, but also develops the cognitive activity itself, translates it into higher forms of cooperation and cooperation [3].

The teacher as the facilitator of every lesson should provide independent communicative and creative activities of students. That is why the interactive approach is the most effective in studying a foreign language. Interactive learning is a form of organization of cognitive activity, during which students receive knowledge as a result of interaction with each other. The purpose of professionally oriented learning is to create a teacher such conditions in which students will be able to receive and systematize their knowledge. Thanks to this, students receive and learn more information, acquire skills for tackling problems in different situations. Professionally oriented learning is in the nature of informal communication, which allows students to reveal their personal qualities, as well as increase self-esteem.

Due to the large number of forms and methods of professionally oriented learning in the process of learning English, it is impossible to classify them. The most well-known can be distinguished: Business and role-playing games; Case studies; A round table that includes discussions and debates; Brainstorming.

We think it cannot fail to impress that in professionally oriented learning in the process of learning English everyone is successful, everyone contributes to the overall result of group work, learning process becomes more meaningful and exciting. Besides, professionally-oriented learning forms the ability to think outside the box, to see the problem situation in its own way, to get out of it; determine their position, their life values; develops such criteria as the ability to listen to a different point of view, the ability to cooperate, to enter into partner communication, while showing tolerance towards his opponents, the necessary tact, benevolence to the participants in the process of jointly finding ways of mutual understanding, searching for truth. Also, with interactive training, the teacher performs the function of a mentor in work, one of the sources of information; the central place in his activity should not be taken by an individual student as an individual, but by a group of interacting students who stimulate and activate each other.

Based on this research's findings, it seems that the students' acquaintance to the professional fragments of English-language structure is significantly limited by the absence in their picture of the world of many stereotypical situations of communication inherent in a society.

In this regard, learning a foreign language using development methods of critical thinking provides not only active cognitive activity of students in the search of information, but also creative activity: the ability to analyze, comprehend, evaluate, compare different points of views, make conclusions, assume the possibility of solving the problem.

The Internet offers so many English learning materials that students are overwhelmed with choices and the task of wading through the sites can be demanding. By using online facilities to learn English as a second language, students will find that they are able to manage their lessons much easier and see improvements in the speaking and understanding of the English language. They can learn at their own pace and be able to go over anything that they do not understand, which makes the whole experience a lot more positive [4].

In addition, problem-based learning contributes to the formation of students' cognitive independence, the development of their logical, critical and creative thinking.

Conduct this research, a number of experiments were carried out which made it possible to determine the importance of professionally oriented communication skills development mechanisms in the construction of professional verbal speech in a multilingual environment.

Taking into consideration all of the above requirements and challenges that reality throws at us, foreign language is caused by such situations of business communication: establishing personal contacts, writing business letters, talking on the phone.

Based on this research's findings, we can sum up, that improving quality is a priority in vocational education reform around the world. As numerous studies show, the amount of knowledge, skills and abilities does not guarantee a high professional level of a specialist. Therefore, today new approaches to the analysis, assessment and management of the quality of education are being developed, as well as personality-oriented technologies that make it possible to prepare a competent specialist who is aware of and develops their personal qualities and abilities, who own their personal resources, and who are able to solve professional problems effectively in conditions of dynamically changing requirements for activities. The consistent entry of Republic of Uzbekistan into the world economic space requires a serious improvement in the process of teaching foreign languages and training specialists and professionals in this field.

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