

# Development of Professional Communication Competence in Future Economists

(In the Process of Learning English)

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## ABSTRACT

The article analyzes the modern pedagogical conditions, factors, stages, components, and methods of developing the mechanism of professionally oriented communicative competence development in future economists (in the process of learning English). Also, in the article, the system of pedagogical analysis of the skills of communication competence in future economists, the forms of manifestation in foreign languages are studied.

**KEYWORDS:** *thinking, future economist, higher education, methodological requirements, educational efficiency, debate, professional competence*

## Introduction

In modern society, the level of development of countries is determined not only by its technical condition, but also by the professional competence of specialists trained in higher education institutions. Modernization of the educational system in the economic direction, changes in the system of learning foreign languages create a need for the development of the professional competence of the employees of the educational institution. Currently, the state education of higher professional education standards have been introduced, and innovations in the content and technology of education aimed at improving the quality of training future economic personnel are being widely introduced. It is also very important to form a method of deep thinking and doubting in the field of thinking in the field of the mechanism of development of professionally oriented communication competence (in the process of learning English) in future economists. In the teaching of foreign languages, the interaction of integration has been proven, and it provides the opportunity to create the necessary conditions for the regulation of vocational education.

Learning a foreign language is a process of general reflection of reality in the mind, and it is also a certain creative activity. Through analytical thinking, the future economist can make important, convenient and useful decisions for himself and within the scope of his professional activities in specific situations. Knowing foreign languages begins with memorizing economic facts and theories for future economists. Along with imparting knowledge in a foreign language, it is moving to the practice of encouraging them to think and training future economists. Instead of traditional reading comprehension and writing exercises, it is shown that independent learning, free research, exchange of ideas and debates with the listener, breaking out of the patterns, only on the economic topic are useful. This also forms the ability to apply theoretical knowledge in practice.

## Material and methods

In general, the realization of the high role of foreign sciences in the development of the intellectual abilities of future economists and the need to establish the use of the experiences of these sciences in economic skills practice and training.

In the studies of scientist Robert J. Fogelin, in foreign languages economic terms and methods of proving arguments are described. The opinions expressed in the scientific works, research works and publications of the above-mentioned scientist gained importance. A number of studies on the issue of teaching foreign languages to future economists have been conducted in Central Asian countries. Dependence has been researched by many scientists in various disciplines, especially economics and foreign languages, and this process continues today.

The concept of "account" entered the field of education from a foreign language as a result of economic research. Because of this account means "a personal account number of an expert in various situations, unexpected situations, entering into communication, maintaining confidentiality in interactions with opponents, performing ambiguous tasks, using information full of conflicts, having a plan of movement in consistently developing and complex processes."

The state educational standard defines professional and general competencies, that is, knowledge, skills and qualifications that graduates should acquire. In developing basic vocational training programs for them can be achieved through an integrative approach. The variant part of the program focuses on the specifics of the educational institution, the region, and the specific professional competencies of the employers in the region allows you to reflect your needs. In our opinion, it is integrative education (educational integration) for the process of formation of professional competence of future specialists and for their future professional activities are important.

The modern labor market today presents increasing demands for the quality of education, and the professional competence and professional training of future economists, in turn, leads to increased competition among graduates of the "foreign language" direction of future economists of higher educational institutions, including technical higher educational institutions.

If the initial qualification of a specialist implies only job suitability and acquisition of narrow information, foreign languages require mastering of knowledge not only of a general type, but also of a wide field in particular. The preparation and ability of the specialist in the successful implementation of his skills implies the improvement of the

efficiency and quality of his work. Students can read various messages from foreign countries related to economic activity and answer them without a translator.

Observing the concepts of learning foreign languages, the researchers, those working in this field, the development mechanism (in the process of learning English) of educational institutions. they emphasized that it gives. In turn, a competent approach requires significant changes in educational technology.

Therefore, higher educational institutions in the field of economics today face special tasks, the task of developing methods of learning foreign languages in the educational process. We believe that formation of professional priorities of future specialists of higher educational institutions in the field of economics and use of interdisciplinary relations are insufficient. Because in meaningful education, modeling of professional and social aspects of the activity of future economists takes place, and interdisciplinary integration, in turn, emerges as a uniting element in various fields of science.

A modern economist - a future economic specialist (who can speak foreign languages) - should be able to apply a complex of knowledge in various disciplines in his professional activity. It can be interpreted as a process of unification of educational subjects based on the understanding of international economy (knowledge of a foreign language) and technological problems. For us, interdisciplinary integration represents a set of educational goals, principles, and meanings in creating a broad interaction of all academic disciplines. Therefore, future economic students begin to develop their knowledge and skills in foreign languages at the first stage of their education, and mastering foreign languages helps senior students to make quick optimal decisions in any complex professional situations.

Therefore, during the lesson, "economic thinking" should be done correctly. Here we are talking about methodological knowledge obtained by facilitating the independent assimilation of new theories and methods of knowledge. And this is really a highly individualized, person-centered learning technology. In this, each student can act independently, and the teacher's support can take different forms. But in each of them, cooperation between the pedagogue and the future economist, clarification of educational goals, comprehensibility of the results, realization of some teachers' mistakes, establishment of a "communication channel" and turning of study into a necessity are necessary. As in any society, in the development of our republic, the training of qualified specialists who can withstand competition in the conditions of the market economy is of great importance. In recent years, large-scale work has been done and is being done on the training of expert economic personnel, improving its quality and efficiency.

### Conclusion

Special attention is being paid to the composition of qualities such as independence, creativity, entrepreneurship, activity, and communication competence of trained specialists. How to do independent work in a foreign language is determined by each student. In order to achieve success, the future economist must work on himself with patience and without fear of difficulties. At the same time, they should make an individual effort to develop analytical thinking.

Therefore, the ultimate goal is to provide future economists with theoretical knowledge about the development of independent and creative work, to form practical skills and qualifications in them, to expand the opportunities to work with them individually, to open a wide path for their independent work and independent education.

The modern education system requires the further improvement of the mechanisms of training creative, professional abilities of future economists based on creative approaches and the innovative system of putting them into practice. In this regard, it is of particular importance to create innovations in education of specialists in the field of education, to create intellectual resources for socio-economic development and to expand opportunities for competitive personnel training by training cognitive thinking skills based on modern pedagogical processes in acquiring new knowledge.

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