

Yashil IQTISODIYOT va TARAQQIYOT

Ijtimoiy, iqtisodiy, siyosiy, ilmiy, ommabop jurnal

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- 08.00.01 Iqtisodiyot nazariyasi
- 08.00.02 Makroiqtisodiyot
- 08.00.03 Sanoat iqtisodiyoti
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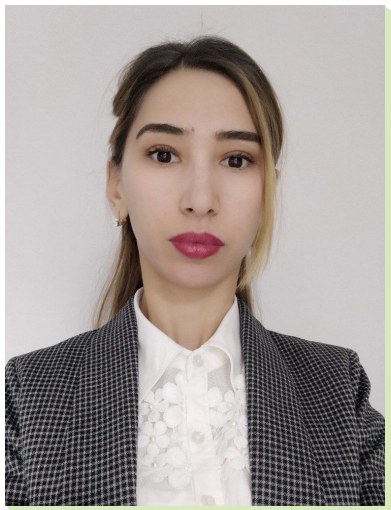
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IMPROVING THE METHODOLOGY OF DEVELOPING PROFESSIONAL AND COMMUNICATIVE SKILLS IN FUTURE ECONOMISTS (IN THE CASE OF TEACHING ENGLISH)

Abstract: In the context of globalization, acquiring professional foreign language proficiency is pivotal for students specializing in International Business. However, traditional approaches often fall short in equipping students with the necessary linguistic and communicative skills for real-world business environments. This study focuses on refining the pedagogical framework for enhancing professional English language skills among economics students, emphasizing authentic business contexts. Utilizing methodologies from applied linguistics, discourse analysis, and language education theory, the study proposes an integrated approach to curriculum development. It highlights the importance of corpus analysis, needs assessment, and competency modeling in identifying precise language usage and tailoring teaching materials accordingly. The introduction of project-based learning and real-life business scenarios facilitates the development of a comprehensive skill set, including communicative proficiency, analytical capabilities, intercultural understanding, and strategic competences. Through continuous evaluation, this research-backed pedagogy aims to transition language education into specialized preparation for the global business milieu, offering actionable strategies for curriculum and assessment design that foster professional readiness in multicultural and multilingual settings. Further empirical studies are recommended to refine this holistic educational model, enhancing long-term effectiveness and adaptability in professional language training. The significance of this work lies in both the theoretical expansion of language education principles and practical implications for curriculum designers and educators in international business fields.

Key words: Language Education, English for Specific Purposes (ESP), Curriculum Development, Needs Analysis, Communicative Competence, Business English, Program Evaluation.

Annotatsiya: Globallashtirish sharoitida xalqaro biznesga ixtisoslashgan talabalar uchun chet tilini professional darajada bilish muhim ahamiyatga ega. Biroq, an'anaviy yondashuvlar ko'pincha talabalarni real biznes muhiti uchun zarur lingvistik va kommunikativ ko'nikmalar bilan ta'minlashda muvaffaqiyatsizlikka uchraydi. Ushbu tadqiqot iqtisod fakulteti talabalari o'rtasida ingliz tilining professional ko'nikmalarini oshirish uchun pedagogik asoslarni takomillashtirishga, haqiqiy biznes kontekstlariga urg'u berishga qaratilgan. Amaliy tilshunoslik, nutq tahlili va til ta'limi nazariyasi metodologiyalaridan foydalanilgan holda tadqiqot o'quv dasturlarini ishlab chiqishda kompleks yondashuvni taklif qiladi. U tildan aniq foydalanishni aniqlash va shunga mos ravishda o'quv materiallarini moslashtirishda korpus tahlili, ehtiyojlarni baholash va malaka modellashtirish muhimligini o'rgatadi. Loyihaga asoslangan ta'lim va real biznesni joriy etish kommunikativ malaka, analitik qobiliyat, madaniyatlararo tushunish va strategik kompetentsiyalarni o'z ichiga olgan keng qamrovli ko'nikmalarni rivojlantirishga yordam beradi. Uzlusiz baholash orqali ushbu tadqiqotga asoslangan pedagogika til ta'limini global biznes muhiti uchun maxsus tayyorgarlikka o'tkazishni maqsad qilib qo'yadi, ko'p madaniyatli va ko'p tilli sharoitlarda kasbiy tayyorgarlikni kuchaytiruvchi o'quv dasturlari va baholashni loyihalash uchun amaliy strategiyalarni taklif qiladi. Ushbu yaxlit ta'lim modelini takomillashtirish, professional tilni o'qitishda uzoq muddatli samaradorlik va moslashuvchanlikni oshirish uchun keyingi empirik tadqiqotlar tavsiya etiladi. Ushbu ishning ahamiyati tilni o'qitish tamoyillarini nazariy jihatdan kengaytirish va xalqaro biznes sohalarida o'quv dasturlarini ishlabchiqish chiquvchilar va o'qituvchilar uchun amaliy yordam beradi.

Kalit so'zlar: til ta'limi, maxsus maqsadlar uchun ingliz tili (ESP), o'quv dasturlarini ishlab chiqish, ehtiyojlar tahlili, kommunikativ kompetensiya, biznes ingliz tili, dasturni baholash.



Аннотация: В условиях глобализации приобретение профессионального владения иностранным языком имеет решающее значение для студентов, специализирующихся в области международного бизнеса. Однако традиционные подходы часто не обеспечивают учащимся необходимых лингвистических и коммуникативных навыков для реальной деловой среды. Это исследование направлено на совершенствование педагогической основы для улучшения профессиональных навыков английского языка среди студентов-экономистов с упором на аутентичный бизнес-контекст. Используя методологии прикладной лингвистики, дискурс-анализа и теории языкового образования, исследование предлагает комплексный подход к разработке учебных программ. В нем подчеркивается важность корпусного анализа, оценки потребностей и моделирования компетенций для определения точного использования языка и соответствующей адаптации учебных материалов. Внедрение проектного обучения и реальных бизнес-сценариев способствует развитию комплексного набора навыков, включая коммуникативные навыки, аналитические способности, межкультурное понимание и стратегические компетенции. Посредством непрерывной оценки эта основанная на исследованиях педагогика направлена на то, чтобы превратить языковое образование в специализированную подготовку к работе в глобальной деловой среде, предлагая действенные стратегии для разработки учебных программ и оценки, которые способствуют профессиональной готовности в мультикультурной и многоязычной среде. Рекомендуется провести дальнейшие эмпирические исследования для уточнения этой целостной образовательной модели, повышения долгосрочной эффективности и адаптируемости профессиональной языковой подготовки. Значение этой работы заключается как в теоретическом расширении принципов языкового образования, так и в практическом значении для разработчиков учебных программ и преподавателей в сферах международного бизнеса.

Ключевые слова: языковое образование, английский для специальных целей (ESP), разработка учебной программы, анализ потребностей, коммуникативная компетентность, деловой английский, оценка программы.

INTRODUCTION

with intercultural communication and multilingual fluency. Employers are increasingly looking for graduates with exceptional language skills to work in international business. However, research shows that the existing foreign language teaching system is often insufficient to meet these complex requirements^[1]. General English courses, although providing a solid foundation, do not guarantee that graduates have the advanced language abilities and specialized knowledge required in the global business environment. New approaches are needed to help students master the discursive practices, specialized terminology and analytical skills required for their chosen profession. This article considers the principles and methods of professional foreign language competence development optimized for students studying economics. A review of previous domestic and foreign studies allows us to determine the current state of knowledge in the field of specialized foreign language teaching for such students. On its basis, we propose a theoretical basis for the construction of curricula, teaching methods and learning outcomes that ensure the training of graduates ready for global interaction. The aim is to equip students not only with a general level of language proficiency, but also with higher-level linguistic and intercultural knowledge required in today's international business environment.

LITERATURE REVIEW

Professional teaching of foreign language to business students is an active area of research involving both Russian and foreign scholars seeking to optimize the learning outcomes of students. E. P. Kobeleva, E. N. Matvienko and A. S. Komkova advocate the inclusion of authentic business texts and scenarios in the language learning process in order to improve students' contextual use of the language. The study analyses different types of real business content and proposes principles for its selection and inclusion in the curriculum. The results obtained show that familiarity with authentic materials contributes to the development of communicative abilities^[2]. T. I. Gromoglasova and T. A. Kolesnikova compiled a corpus of oral and written business discourse in order to identify the linguistic features characteristic of this professional sphere. The corpus analysis revealed frequently used vocabulary, grammatical patterns and linguistic functions characteristic of the business context. They recommend to clearly coordinate learning with these authentic target language patterns^[3].

T. A. Balmasova studied the use of mobile applications and simulators to provide contextualized practice opportunities for business language learners. The study developed various applications and simulations and investigated their effectiveness in activating students' developing language skills. The results showed that students' communicative confidence and abilities were enhanced through simulation practice^[4]. R. O. Agavelyan et al. examined the pedagogical technologies for the development of interpreting skills necessary for business communication. The study analyzed various types of classroom work aimed at developing listening comprehension, memory, note-taking and paraphrasing skills in interpreting tasks. As a result, best practices for strengthening students' interpreting abilities were identified^[5]. In the work of E. G. Skibitsky, S. V.



Chusovlyanova and I. S. Volegza-nina, students analyzed complex business cases in the target language in order to develop critical thinking and linguistic skills. The study measured progress in reading comprehension, logical reasoning, and vocabulary. Students demonstrated significant improvement in higher-order analytical abilities ^[6]. In N. O. Shpak's study, students engaged in comparative reading of business texts in different languages to develop comprehension of special concepts. The study showed that this technique expands students' repertoire for comprehending subtle, domain-specific materials ^[7].

A. Ávila-Cabrera and J. Javier developed a comprehensive rubric assessing key aspects of professional language proficiency in a business context. Their study identified interactive fluency, presentation skills, business correspondence skills, reading comprehension, technology proficiency and intercultural awareness as critical competencies. The rubric provides a basis for designing training and assessment aimed at building comprehensive knowledge ^[8]. A. Kavlu's work shows that corpus in-tools can identify frequently confused business terms and phrases that require explicit training. With the help of corpus analysis, the study identified problematic lexical patterns and expressions characteristic of business discourse. The results obtained indicate that purposeful teaching of contextualized lexis and phraseology can help to improve the level of professional language proficiency ^[9]. R. Schlicht's study proposes project-based learning oriented towards authentic work tasks such as negotiation, presentation and memo writing. The study developed modular projects that mimic common business activities to provide contextualized practice. Students reported that this approach increased their confidence and ability to apply skills in their professional lives ^[10]. R. Arellano-Tamayo and Q. Marites conducted a detailed analysis of authentic professional texts and surveys to comprehensively categorize the most important language functions and communication skills needed in global workplaces. The extensive research identified key listening, reading, writing and intercultural communication skills regularly used by business professionals.

The results obtained make it possible to optimize curricula for teaching business language ^[11]. M. Farneste and O. Pašinska conducted a comparative study of project-based and traditional teaching methods to develop essential presentation skills, including content, organization and delivery. Students, through collaborative projects that simulated workplace scenarios, demonstrated higher levels of proficiency in presentation content, structure and delivery. The projects provided valuable opportunities for real-life practice ^[12]. The work of P. Lertcharoenwanich examined the use of practical role-playing and immersive simulations to gradually build negotiation competences in a learnt business language. Participants in the experiment reported increased confidence in making deals and agreements after repeated practice using simulations of common professional scenarios ^[13]. N. H. Mukaromah evaluated the use of adapted digital games to enhance the effectiveness of business language instruction aimed at acquiring and applying terminology. The interactive games improved vocabulary memorization, speed of vocabulary access and accuracy. In addition, games have become a highly motivated addition to traditional methods ^[14].

In the work of I. Oraif and M. Alrashed, a specialized corpus of authentic financial discourse in various forms of communication was created using corpus linguistics tools. A detailed analysis of the corpus revealed the prevailing lexical patterns, expressions and conventions characteristic of the financial context. These data formed the basis for the developed training materials and test materials ^[15]. P. Rungwaraphong studied the learners' point of view through interviews and surveys to finalize the most important skills for successful international business.

The key needs highlighted were presentation, writing reports, making small talk, interpreting data and understanding contracts. The results allowed prioritizing training programs to identify the most needed skills ^[16]. M. Saraka conducted a comparative analysis of the learning outcomes of students learning General English and students learning English for business purposes. It turned out that ESP training contributes more to the development of commercial knowledge, as well as specialized vocabulary and fluency. The study confirmed the benefits of tailored content to meet the needs of a specific learner population ^[17]. S. Tipmontree and A. Tasanameelarp surveyed business professionals about the priority genres of written texts frequently encountered in the workplace. Common critical tasks included emails, minutes, descriptions, graphs, and process documents. Exposure to authentic examples provides optimal content for contextualized writing instruction ^[18].

Thus, the research confirms that the development of comprehensive professional language competence requires a multidimensional approach to learning, targeting both communicative fluency and specialized business knowledge. The literature provides valuable insights into curriculum design, pedagogical methods and assessment models that can optimize learning outcomes for international business students. However, further research is also needed to identify best practices for the long-term development of professional language competences.



METHODOLOGICAL BASE OF THE RESEARCH

In the course of this study, the author used the following theoretical methods:

- analysis of scientific literature - a review of previous domestic and foreign research in the field of teaching professional foreign language to international students was conducted;
- competence methodological approach - on the basis of literature analysis a competence model was developed, including key competences that students should master;
- modelling method - on the basis of the competence model, a theoretical model of professional foreign language teaching was proposed, including needs analysis, curriculum development, teaching methods and evaluation;
- system methodological approach - used to consider learning as a complex system of interrelated components;
- integration - the methodological framework combines applied linguistics, discourse theory, and language teaching theory to analyze different aspects of the problem;
- abstraction - general principles and recommendations for the optimization of professional foreign language teaching were formulated on the basis of the generalization of literature data.

Since this article is theoretical in nature, it does not imply new empirical research. However, the creation of a solid methodological and logical base is necessary to study the process of formation of professional foreign language competence among international students. This analysis uses the key methodologies of applied linguistics, discourse analysis and linguistic education. As V. G. Ishchenko and E. A. Sergievskaya point out, the concepts of genre analysis and corpus linguistics allow us to investigate the use of a specialized language in the context of global business. Identification of authentic textual genres, vocabulary and discursive practices of the international business community allows us to empirically substantiate the needs and goals of using the language learnt^[19].

According to A. D. Zubkov, the theories of communicative competence and English for Specific Purposes define an analysis of language knowledge and skills that students should master^[20]. The competence approach allows specifying the components of professional foreign language competence. As O. A. Kiryakova rightly points out, the methodological basis is formed by the principles of curriculum development, needs analysis and evaluation of language programs^[21]. This provides criteria for evaluating existing programs and developing optimized teaching models. At the same time, O. A. Kiryakova notes that research in the field of simulation learning, project-based learning and language assignment development offers methods for studying pedagogical techniques for activating language skills in professionally relevant scenarios^[22].

Such a variety of methodological approaches makes it possible to conduct a comprehensive theoretical study of the development of professional foreign language competence, highlighting all aspects - from the use of the target language to the structure of the curriculum. This makes it possible to propose a comprehensive teaching system that meets the needs of students studying international business in the context of modern globalization. Based on the conducted literature review, we can conclude that the problem of formation of professional foreign-language competence among students majoring in International Business has been researched in the scientific literature in a rather wide and multifaceted way. A wide range of issues has been considered - from the study of language training needs to specific teaching methods and technologies. We can single out the works devoted to the analysis of authentic texts and discourse in the sphere of international business, development of language competence models, design of curricula and syllabi, research of the effectiveness of different pedagogical methods.

At the same time, in the presence of a significant body of work, it is possible to note some contradictions in the approaches of researchers to the determination of priorities in the selection of learning content and development of competences. The issue of evaluating the current professional language training programs and tracking their effectiveness in the long term after graduation has not been fully elaborated. The analysis shows both strengths and weaknesses of the approaches proposed in the literature. On the one hand, the use of corpus-based methods, authentic texts, project-based learning and modern technologies seems promising. On the other hand, there is not always a clear relationship between the language training requirements identified in the needs analysis and the development of a specific curriculum and program.

This study is designed to contribute to the comprehensive development of an optimal model of vocationally oriented foreign language teaching based on systemic needs analysis and targeted curriculum design. Its novelty consists in building an interrelated concept of language needs analysis, modelling of the system of necessary competences, curriculum and content development, selection of teaching methods and assessment for a comprehensive solution to the problem of optimal language training in the professional sphere. The realization of this integrative approach is designed to improve the process of.



RESEARCH RESULTS

I. Needs Analysis

The development of specialized language training starts with a thorough needs analysis to identify authentic language use and competences required in a given professional field. As shown in the article by O. V. Kononykhina, this provides an empirical basis for curriculum planning and materials development ^[23]. For students studying international business, needs analysis involves studying both the linguistic features of typical business texts and interactions and the views of business professionals themselves. According to A. V. Flakh, corpus analysis of various business genres, such as emails, presentations, reports and meetings, allows us to identify frequently used lexis, grammatical patterns and discourse conventions ^[24].

These frequent lexical and syntactic forms constitute the basic units that students should master. No less important, according to a group of scholars (E. A. Krutko, A. S. Komkova, E. P. Kobeleva, R. O. Agavelyan), is the understanding of communicative goals and contexts that students will encounter. Needs analysis often categorizes them into functional areas such as customer service, negotiation, team management, problem solving, persuading clients or bridging cross-cultural differences ^[25]. Exposure to authentic scenarios and texts related to these domains enhances contextualized language use.

A. D. Zubkov's survey of international business professionals and companies reveals specific language skills and knowledge that they consider necessary for new employees ^[26]. The data obtained help to prioritize the training of those skills that are most important for successful work. As a result of the multi-stakeholder needs analysis, a targeted curriculum is created that focuses on the professional language competencies that international business students really need. Further, all materials, assignments and assessment can be designed to develop these abilities in a targeted manner. This empirical and targeted approach allows optimizing foreign language teaching to meet the needs of both students and international business professionals.

II. Competence Model

Based on the needs analysis, the next step is to identify the components of professional foreign language competence required for international business. The competence model proposed by a group of scientists (A. S. Komkova, E. P. Kobeleva, E. B. Taskaeva, V. G. Ishchenko) defines the knowledge, skills and abilities that should be formed in students ^[27]. For business students, key competences cover several aspects. The basis is communicative competence. According to A. S. Komkova et al. it includes linguistic skills such as vocabulary, grammar, pronunciation, as well as pragmatic skills that allow the correct use of language in context ^[28]. Business lexical competence, mastery of syntactic complexity and fluency in an interactive setting are prioritized. Analytical competences that enable students to interpret, evaluate and work with complex content and texts are equally important. Skills such as reading comprehension, critical thinking, summarizing, interpreting data and understanding special topics reinforce these higher-order competencies. As demonstrated in the article by A. D. Zubkov, intercultural competence requires an understanding of business norms and effective communication in different languages and cultures ^[29].

This allows successful cooperation and building relationships in different global contexts. Finally, strategic competence includes metacognitive abilities that allow students to continuously improve their language skills. T. I. Gromoglasova, M. I. Kovaleva, J. V. Koshkina, and L. Hafman include strategies for learning specialized vocabulary, seeking clarification, and monitoring their own development as some of these skills ^[30].

This multidimensional model of competences provides a basis for focusing on the whole range of knowledge and skills required by students studying international business. At the same time, curricula and programs can be designed to develop communicative and professional analytical skills, as well as intercultural experience and strategic competence for continuous language development.

III. Curriculum Development

An effective curriculum for the development of professional language competence is based on the principles of needs-based content selection, sequential learning and authenticity. According to I. S. Volegzhanina and T. S. Zaitseva, needs analysis and competence model determine which language features and professional content should be prioritized ^[31].

Then source materials and learning tasks aimed at mastering this specific language are purposefully selected. In this case, O. V. Zinevich and E. A. Melekhina pay attention to the selection of source materials and teaching tasks aimed at mastering this specific language, as well as the fact that the sequence of training implies gradual complication of the material, starting from the basic conversational level and ending with the mastering of specialized dictionaries and advanced analytical tasks ^[32].

Students study the materials corresponding to their growing level of language proficiency. According to W. Liu, authenticity increases motivation and contextualization of language use. The inclusion of real business documents, case studies, TED talks and scripts immerses students in the target discourse ^[33].



This motivates them to engage with meaningful content. The integrated approach combines general and specific learning. In the initial stages, general skills and business fundamentals are developed. At the intermediate level, industry-specific content and text genres are explored. The advanced level involves the creation of advanced texts such as reports and multimedia presentations. The study by A. Mappiasse et al. noted that at all stages, project-based learning and authentic skill-building tasks promote meaningful language use ^[34].

The creation of results relevant to professional activity activates the developing abilities. This focused, sequential and authentic curriculum structure maximizes relevance and promotes the development of advanced professional competence. This allows students to be progressively pulled to the highest level required to work in global business.

IV. Teaching Techniques

To implement the curriculum, it is necessary to use pedagogical methods that ensure the active involvement of students and the development of professional competencies. The main methods include:

1. Project-oriented learning with authentic complex tasks reflecting the real business environment. According to a group of scholars (B. Nghia, H. T. Le, H. Jiang, Q. Phuong) they provide a meaningful context for the application of language skills ^[35].
2. task-based learning focused on communicative business functions such as persuasion, negotiation, problem solving and inter-cultural co-operation. As shown in the study by A. Pratama and A. Utami, such tasks activate the strategic use of language ^[36].
3. technology integration through tools such as software simulations, multimodal assignments and corpus tools. At the same time, N. Radosavlevikj believes that it promotes digital literacy along with language skills ^[37].
4. collaborative learning that promotes teamwork and mutual assistance through group projects, presentations and discussions. In the study by G. Wahyu and C. Ni emphasizes that it develops the ability to interact with each other ^[38].
5. Full-fledged feedback and evaluation through checklists, rubrics, videoconferences, observations and portfolios. As L. Zagoumenov rightly points out, this promotes reflection and guides continuous development ^[39].

Foreign language teachers promote active, contextualized, professionally relevant learning. Their role is to structure tasks, model language use, support learner autonomy and provide expert guidance. This principled communicative learning engages students, gives them the opportunity to apply their developing language skills and reflects the environment in which they will work as business professionals. As a result, graduates are able to use the language they learn confidently and effectively in a global working environment.

V. Curriculum Evaluation

A comprehensive language program should include continuous evaluation of the effectiveness of materials, techniques and outcomes. The work of L. Zagoumenov demonstrates that this allows for data-driven improvements over time ^[40]. Effective evaluation of business language teaching includes:

1. assessing language proficiency according to international standards such as CEFR or ACTFL scales. These provide a standardized measurement of language abilities in different modalities.
2. performance assessments to evaluate the ability to perform authentic communicative tasks such as business presentations, negotiations and case studies.
3. student surveys to provide feedback on engagement, motivation and perceived outcomes. This allows the identification of strengths and weaknesses from the learner's perspective.
4. audits of the training program by subject matter experts who review the learning objectives, content, materials and assessment for relevance, appropriateness and consistency.
5. Continuous monitoring of individual learners and groups over time through portfolios and projects. This allows analyzing the growth of the competences being formed.

Using these various sources of data, teachers can identify where the curriculum or teaching needs improvement in order to better develop the professional language abilities and knowledge required in the field. The ultimate goal is continuous program improvement and accountability for learning outcomes.

CONCLUSION

This article discusses the principles and methods of professional foreign language competence formation optimized for international business students. Given the complex language requirements that graduates will face in the context of globalization, specialized training is necessary to prepare them for communicative and analytical tasks in their chosen profession. Several key conclusions can be drawn.



Firstly, needs analysis is an indispensable framework to identify target language use, genres and competences.

Secondly, an integrated competency model should include communicative competence, higher-order thinking skills, intercultural expertise and strategic competence.

Third, the curriculum should provide student progression through generic and specific materials using real-world tasks. Fourth, active, contextualized teaching methods effectively activate language use and build professional skills. Finally, continuous program evaluation ensures that teaching is relevant to needs and outcomes.

This targeted approach can transform general language education into specialized preparation for the global business environment. However, further research is needed to clarify the understanding of workplace needs, to test pedagogies and to track long-term results. The development of assessment tools linked to business-specific competences could improve the quality of learning.

In conclusion, this article has presented theoretical foundations and principles for conceptualizing professional foreign language teaching to meet the specific needs of international students. The practical implementation of these ideas through curriculum development, classroom research and rigorous evaluation can help to realize the full potential of language education to produce globally competent, multilingual graduates ready for successful careers in international business. The linguistic and intercultural knowledge they will acquire will be crucial for future leaders navigating an increasingly interconnected world.

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