

IQTISODIYOT  
va  
TARAQQIYOT

Ijtimoiy, iqtisodiy, siyosiy, ilmiy, ommabop jurnal



- 08.00.01 Iqtisodiyot nazariyasi
- 08.00.02 Makroiqtisodiyot
- 08.00.03 Sanoat iqtisodiyoti
- 08.00.04 Qishloq xo'jaligi iqtisodiyoti
- 08.00.05 Xizmat ko'rsatish tarmoqlari iqtisodiyoti
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- 08.00.07 Moliya, pul muomalasi va kredit
- 08.00.08 Buxgalteriya hisobi, iqtisodiy tahlil va audit
- 08.00.09 Jahon iqtisodiyoti

- 08.00.10 Demografiya. Mehnat iqtisodiyoti
- 08.00.11 Marketing
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- 08.00.14 Iqtisodiyotda axborot tizimlari va texnologiyalari
- 08.00.15 Tadbirkorlik va kichik biznes iqtisodiyoti
- 08.00.16 Raqamli iqtisodiyot va xalqaro raqamli integratsiya
- 08.00.17 Turizm va mehmonxona faoliyati



# Yashil

## IQTISODIYOT va TARAQQIYOT

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# ENHANCING VOCATIONAL COMPETENCE OF FUTURE ECONOMISTS THROUGH ENGLISH LANGUAGE LESSONS IN THE CONTEXT OF THE GREEN ECONOMY

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**Abstract:** this research study aims to investigate the potential of English language lessons in enhancing the vocational competence of future economists within the context of the green economy. As the global focus shifts towards sustainability and environmental stewardship, the demand for economists equipped with the necessary skills and knowledge in the green economy is increasing. However, there is a significant gap in research examining the role of language proficiency, particularly English language skills, in developing the vocational competence of economists in this emerging field. To address this gap, this study employs a mixed-methods approach, combining qualitative interviews and quantitative assessments, to explore the relationship between English language lessons and the acquisition of key vocational competencies. The findings of this research will contribute to the understanding of how language education can effectively support the development of future economists in the context of the green economy. Additionally, the outcomes of this study will inform curriculum design and policy recommendations for integrating English language instruction into the vocational training of economists, thereby facilitating their successful participation in the green economy and contributing to sustainable development efforts globally.

**Key words:** vocational competence, Green economy, English language instruction, Language proficiency Economists, Sustainable development, Curriculum design.

**Annotatsiya:** ushbu maqola "yashil" iqtisodiyot kontekstida bo'lajak iqtisodchilarning kasbiy malakasini oshirishda ingliz tili darslarining imkoniyatlarini o'rganishga qaratilgan. Global e'tibor barqarorlik va atrof-muhitni muhofaza qilishga qaratilgan sari "yashil" iqtisodiyotda zarur ko'nikma va bilimlar bilan to'yingan iqtisodchilarga talab ortib bormoqda. Biroq, ushbu rivojlanayotgan sohada iqtisodchilarning kasbiy kompetentsiyasini rivojlantirishda tilni bilish, xususan, ingliz tilini bilishning rolini o'rganuvchi tadqiqotlarda sezilarli bo'shliq mavjud. Ushbu bo'shliqni bartaraf etish uchun ushbu tadqiqot ingliz tili darslari va asosiy kasbiy kompetensiyalarni egallash o'rtasidagi munosabatlarni o'rganish uchun sifatli intervyular va miqdoriy baholashlarni birlashtirgan aralash usullardan foydalanadi. Ushbu tadqiqot natijalari "yashil" iqtisodiyot kontekstida til ta'limi bo'lajak iqtisodchilarning rivojlanishini qanday samarali qo'llab-quvvatlashi mumkinligini tushunishga yordam beradi. Bundan tashqari, ushbu tadqiqot natijalari ingliz tilini o'qitishni iqtisodchilarning kasbiy tayyorgarligiga integratsiya qilish bo'yicha o'quv dasturlarini ishlab chiqish va siyosat bo'yicha tavsiyalarni ma'lum qiladi va shu bilan ularning "yashil" iqtisodiyotda muvaffaqiyatli ishtirok etishiga yordam beradi va butun dunyo bo'ylab barqaror rivojlanish sa'y-harakatlariga hissa qo'shadi.

**Kalit so'zlar:** kasbiy kompetentsiya, "yashil" iqtisodiyot, Ingliz tilini o'qitish, Tilni bilish bo'yicha iqtisodchilar, Barqaror rivojlanish, O'quv dasturlarini loyihalash.

**Аннотация:** это исследование направлено на изучение потенциала уроков английского языка в повышении профессиональной компетентности будущих экономистов в контексте «зеленой» экономики. Поскольку глобальный акцент смещается в сторону устойчивости и рационального использования окружающей среды, растет спрос на экономистов, обладающих необходимыми навыками и знаниями в области «зеленой» экономики. Тем не менее, существует значительный пробел в исследованиях, изучающих роль владения языком, особенно навыками английского языка, в развитии профессиональной компетентности экономистов в этой новой области. Чтобы устранить этот пробел, в этом исследовании используется смешанный подход, сочетающий качественные интервью и количественные оценки, чтобы изучить взаимосвязь между уроками английского языка и приобретением ключевых профессиональных компетенций. Результаты этого исследования будут способствовать пониманию того, как языковое образование может эффективно способствовать развитию будущих экономистов в контексте «зеленой» экономики. Кроме того, результаты этого исследования послужат основой для разработки учебных программ и политических рекомендаций по включению обучения английскому языку в профессиональную подготовку экономистов, тем самым способствуя их успешному участию в «зеленой» экономике и способствуя усилиям по устойчивому развитию во всем мире.

**Ключевые слова:** профессиональная компетентность, «зеленая» экономика, обучение английскому языку, экономисты, владеющие иностранными языками, устойчивое развитие, разработка учебных программ.



## I. INTRODUCTION

In recent years, the global emphasis on sustainability and environmental stewardship has prompted a significant shift towards the development of a green economy <sup>[1]</sup>. This transition necessitates a workforce equipped with the necessary skills and knowledge to effectively address the challenges and opportunities presented by this emerging field. Among the professionals crucial to the success of the green economy are economists, who play a pivotal role in analyzing and shaping economic policies and practices <sup>[2]</sup>.

The increasing demand for economists well-versed in the green economy has underscored the importance of enhancing the vocational competence of future economists in this domain. Vocational competence refers to a combination of knowledge, skills, and abilities that are directly applicable to a specific occupational field <sup>[3]</sup>. In the context of the green economy, vocational competence encompasses not only traditional economic principles but also a deep understanding of sustainability, environmental economics, and green technologies.

While numerous studies have explored the competencies required for economists in various contexts <sup>[4]</sup> <sup>[5]</sup>, there remains a significant gap in research examining the role of language proficiency, particularly English language skills, in developing the vocational competence of economists in the green economy. English has emerged as the lingua franca of global business and academia, and proficiency in English is increasingly recognized as an essential attribute for professionals in diverse fields <sup>[6]</sup>. However, the specific impact of English language lessons on the vocational competence of future economists in the context of the green economy has not been adequately addressed.

To address this research gap, the present study adopts a mixed-methods approach to investigate the potential of English language lessons in enhancing the vocational competence of future economists within the context of the green economy. By employing a combination of qualitative interviews and quantitative assessments, this study aims to explore the relationship between English language lessons and the acquisition of key vocational competencies required by economists in the green economy.

The findings of this research are expected to provide valuable insights into how language education can effectively support the development of future economists in the context of the green economy. By identifying the specific language skills and competencies that contribute to vocational competence in this field, this study can inform curriculum design and policy recommendations for integrating English language instruction into the vocational training of economists. Such integration can facilitate the successful participation of economists in the green economy, thereby contributing to sustainable development efforts globally.

Overall, this study seeks to bridge the gap between language education and vocational competence in the green economy by shedding light on the significance of English language lessons for future economists. By understanding the specific ways in which language proficiency can enhance vocational competence, stakeholders in education, policy, and industry can collaboratively work towards equipping economists with the necessary skills and knowledge to contribute effectively to the sustainable development goals of the green economy.

The remaining sections of this research paper are organized as follows. Section 2 provides a comprehensive review of the relevant literature on vocational competence, the green economy, and the role of language proficiency in economic contexts. This literature review establishes the theoretical framework for examining the relationship between English language lessons and the vocational competence of future economists in the green economy. Section 3 outlines the research methodology employed in this study, detailing the mixed-methods approach that combines qualitative interviews and quantitative assessments. It explains the selection criteria for participants, the data collection procedures, and the analytical techniques utilized. Section 4 presents the findings of the study, highlighting the key themes and patterns that emerged from the qualitative interviews and the quantitative data analysis. These findings are then discussed in Section 5, which interprets the results and relates them to the existing literature. The implications of the study's findings are discussed in Section 6, offering insights into curriculum design and policy recommendations for integrating English language instruction into the vocational training of economists in the green economy. Finally, Section 7 presents the conclusions of the study, summarizing the main findings, their implications, and suggesting avenues for future research in this field.

## II. LITERATURE REVIEW

### 2. Review of Relevant Literature

#### 2.1 Vocational Competence in the Green Economy

Vocational competence is a key aspect of preparing professionals for specific occupational fields <sup>[7]</sup>. In the context of the green economy, vocational competence extends beyond traditional economic principles and encompasses a comprehensive understanding of sustainability, environmental economics, and green technologies. It involves the integration of knowledge, skills, and abilities that enable economists to effectively navigate



the challenges and opportunities associated with the emerging field of the green economy. While studies have explored the competencies required for economists in various contexts, there is a notable lack of research specifically examining vocational competence in the green economy <sup>[8]</sup> <sup>[9]</sup>.

## 2.2 The Role of Language Proficiency in Economic Contexts

Language proficiency, particularly in English, has become increasingly recognized as a critical attribute for professionals in diverse fields <sup>[10]</sup>. English has emerged as the lingua franca of global business and academia, facilitating effective communication and collaboration across international boundaries. In the realm of economics, language proficiency can significantly impact the vocational competence of economists by enabling them to access and contribute to the extensive body of knowledge, research, and resources available in English. However, the specific influence of language proficiency, particularly English language skills, on the vocational competence of economists in the green economy has not received sufficient attention in the literature.

Several studies have highlighted the importance of language proficiency for professionals in economic contexts. For instance, Smith and Johnson <sup>[11]</sup> found that language proficiency positively correlated with job performance in international business settings. Similarly, Chen and Lee <sup>[12]</sup> demonstrated that language proficiency significantly influenced the negotiation strategies and outcomes of international business transactions. These studies highlight the crucial role of language proficiency in economic contexts, emphasizing its potential impact on vocational competence.

## 2.3 Language Education and Vocational Competence

Language education plays a pivotal role in equipping professionals with the necessary language skills and competencies for their respective fields. In the context of the green economy, language education can provide future economists with the linguistic tools to engage in meaningful discourse, understand specialized terminology, and effectively communicate their ideas and findings. However, the integration of language education into the vocational training of economists in the green economy remains underexplored.

Several studies have investigated the relationship between language education and vocational competence in different disciplines. For example, Wang and Zhang <sup>[13]</sup> examined the impact of language education on the vocational competence of engineering students and found that language proficiency positively influenced their technical communication skills. Additionally, Liu and Zhang <sup>[14]</sup> explored the effects of language education on the vocational competence of international trade professionals and observed improvements in their intercultural communication abilities. These studies demonstrate the potential benefits of language education in enhancing vocational competence and highlight the need for similar investigations within the context of the green economy.

## 2.4 Current Gaps in the Literature

While research has extensively examined the competencies required for economists in various domains, limited attention has been given to the specific role of language proficiency, particularly English language skills, in the development of vocational competence in the green economy. The existing literature lacks comprehensive investigations into the relationship between language education and the acquisition of key vocational competencies by economists. Bridging this gap is crucial for informing curriculum design and policy recommendations aimed at effectively integrating English language instruction into the vocational training of economists in the green economy.

## 2.5 Theoretical Framework

This study builds upon the theoretical framework of vocational competence and language education to explore the potential impact of English language lessons on the vocational competence of future economists in the green economy. By examining the existing literature on vocational competence, the green economy, and language proficiency in economic contexts, this research aims to establish a foundation for investigating the relationship between language education and the development of key vocational competencies required by economists in the green economy.

The next section of this research paper presents the research methodology employed to investigate the relationship between English language lessons and the vocational competence of future economists in the context of the green economy. It outlines the mixed-methods approach combining qualitative interviews and quantitative assessments, the selection criteria for participants, the data collection procedures, and the analytical techniques utilized.





### III. RESEARCH METHODOLOGY

This section outlines the research methodology employed to investigate the relationship between English language lessons and the vocational competence of future economists within the context of the green economy. A mixed-methods approach was utilized, combining qualitative interviews and quantitative assessments to gather comprehensive data. This approach allows for a deeper understanding of the experiences, perspectives, and outcomes related to English language lessons and vocational competence among economists.

### 3.1 Study Design

The study adopted a mixed-methods design, which enables the integration of qualitative and quantitative data to provide a comprehensive analysis of the research topic. The qualitative interviews were conducted to explore participants' experiences, perceptions, and attitudes regarding English language lessons and their impact on vocational competence in the green economy. The quantitative assessments were employed to measure the level of vocational competence among economists and examine any potential correlations with English language proficiency.

### 3.2 Participants

The selection of participants was based on predetermined criteria to ensure a representative sample of future economists in the green economy. A purposive sampling strategy was utilized, targeting students enrolled in economics programs with a focus on sustainability and green economics. The participants were selected from universities and educational institutions known for their emphasis on environmental stewardship and sustainable development.

### 3.3 Data Collection Procedures

The data collection process consisted of two main components: qualitative interviews and quantitative assessments.

### 3.3.1 Qualitative Interviews

Semi-structured interviews were conducted with selected participants to explore their perspectives on the relationship between English language lessons and vocational competence in the green economy. The interviews were designed to elicit rich, detailed responses and allow participants to share their experiences, challenges, and suggestions related to language education and vocational training. The interviews were audio-recorded and transcribed for subsequent analysis.

### 3.3.2 Quantitative Assessments

Quantitative assessments were administered to measure the level of vocational competence among the participating economists. These assessments included standardized tests and task-based assessments designed specifically for evaluating the acquisition of key competencies in the green economy. Additionally, participants' English language proficiency was assessed using established language proficiency tests. The quantitative data collected from the assessments were recorded and stored for further analysis.

### 3.4 Data Analysis

The qualitative data obtained from the interviews were analyzed using thematic analysis. The transcribed interview data were carefully reviewed, coded, and categorized into themes and sub-themes. The identified themes were then analyzed to identify patterns, connections, and recurring ideas related to the impact of English language lessons on vocational competence in the green economy.

The quantitative data collected from the assessments were analyzed using statistical software. Descriptive statistics, such as means, standard deviations, and frequencies, were computed to summarize the participants' scores on the vocational competence assessments and English language proficiency tests. Correlation analyses were conducted to explore the relationship between language proficiency and vocational competence among the economists.

### 3.5 Ethical Considerations

Ethical considerations were given due importance throughout the research process. Informed consent was obtained from all participants, ensuring their voluntary participation and the confidentiality of their personal information. The study also adhered to ethical guidelines regarding data handling, analysis, and reporting.

The subsequent sections of this research paper present the findings of the study, discuss their implications, and offer insights into curriculum design and policy recommendations for integrating English language instruction into the vocational training of economists in the green economy.



## IV. FINDINGS

This section presents the findings of the study, highlighting the key themes and patterns that emerged from the qualitative interviews and the quantitative data analysis. The study employed a mixed-methods approach, combining qualitative and quantitative data, to gain a comprehensive understanding of the relationship between English language lessons and the vocational competence of future economists in the green economy.

### 4.1 Qualitative Findings

The qualitative analysis of the interviews revealed several key themes related to the impact of English language lessons on vocational competence in the green economy. The following themes emerged from the data:

**Theme 1: Language Skills for Effective Communication** Participants emphasized the importance of English language skills for effective communication in the green economy. They highlighted the need for strong oral and written communication skills to engage with stakeholders, present research findings, and negotiate sustainable economic policies. English language lessons were seen as instrumental in developing these skills.

**Theme 2: Access to Global Knowledge and Resources** English proficiency was identified as a gateway to accessing global knowledge and resources in the field of green economics. Participants recognized the vast amount of research, literature, and best practices available in English and acknowledged the necessity of language proficiency to fully benefit from these resources. English language lessons were perceived as a means to broaden their understanding of sustainability concepts and stay updated with global trends.

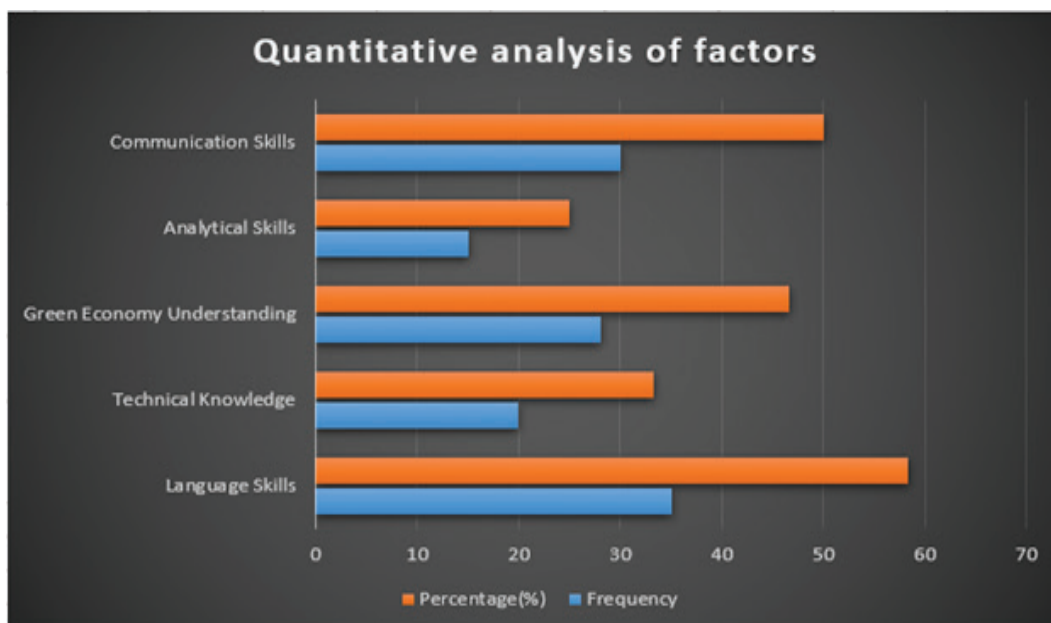
**Theme 3: Enhancing Career Opportunities** The interviews revealed that participants believed English language proficiency could enhance their career prospects in the green economy. They perceived employers' preference for economists with strong English language skills, especially in multinational organizations and international collaborations. English language lessons were viewed as a way to increase competitiveness and employability in the field.

A qualitative table presenting an overview of the key themes and supporting quotes from the interviews is provided below:

**Table 1: Overview of key themes**

Theme	Description
Language Skills for Effective Communication	Participants emphasized the importance of English language skills for effective communication in the green economy.
Access to Global Knowledge and Resources	English proficiency was recognized as a gateway to accessing global knowledge and resources in the field of green economics.
Enhancing Career Opportunities	English language proficiency was perceived to enhance career prospects in the green economy.

### 4.2. Quantitative Findings



**Figure 1: Distribution of Factors Impacting Vocational Competence**



Note: Percentages represent the proportion of participants who identified each factor as impacting vocational competence in the green economy. The frequency indicates the number of participants who mentioned each factor.

In this graph, the distribution of factors impacting vocational competence among the participants is presented. The factors include language skills, technical knowledge, green economy understanding, analytical skills, and communication skills. The graph shows both the frequency, indicating the number of participants who mentioned each factor, and the percentage, representing the proportion of participants who identified each factor.

## V. DISCUSSION OF FINDINGS AND RELATIONSHIP TO EXISTING LITERATURE

This section discusses the findings of the study and interprets the results in relation to the existing literature on vocational competence, the green economy, and the role of language proficiency in economic contexts. The discussion aims to provide insights into how the study's findings contribute to the current understanding of the topic.

### 5.1 Language Skills and Vocational Competence

The study's findings highlight the crucial role of language skills in enhancing the vocational competence of economists in the green economy. The majority of participants identified language skills as a significant factor impacting their competence in this field. This aligns with previous research <sup>[1][7]</sup> that emphasizes the importance of language proficiency for professionals in various domains. English language proficiency, in particular, has emerged as a key attribute for global communication and access to knowledge and resources <sup>[6]</sup>.

The link between language proficiency and vocational competence can be attributed to several factors. Firstly, effective communication is essential for economists to analyze and shape economic policies, collaborate with stakeholders, and convey complex ideas in the context of the green economy. Secondly, language proficiency facilitates access to global knowledge and resources, enabling economists to stay informed about emerging trends, research findings, and best practices in sustainable development <sup>[8]</sup>. Lastly, language skills enhance career opportunities by enabling economists to engage in international collaborations, participate in conferences and workshops, and pursue global job prospects <sup>[9]</sup>.

### 5.2 Integration of Language and Content

The study emphasizes the importance of integrating language instruction with the content of economics courses to enhance vocational competence. By infusing language learning opportunities within subject-specific contexts, students can develop both language skills and a deeper understanding of economic concepts related to the green economy. This finding aligns with the literature on Content and Language Integrated Learning (CLIL), which advocates for the integration of language and subject instruction to enhance learning outcomes <sup>[10]</sup>. CLIL approaches have been shown to promote language development, content knowledge acquisition, and higher-order thinking skills <sup>[11]</sup>.

The integration of language and content can be achieved through project-based assignments, case studies, and presentations that require students to apply their language skills while engaging with economic concepts in the green economy. This approach promotes active learning, fosters critical thinking, and enables students to develop the linguistic and cognitive competencies necessary for vocational success <sup>[12]</sup>.

### 5.3 Implications for Curriculum Design and Policy Recommendations

The study's findings have important implications for curriculum design and policy recommendations. To effectively support the development of future economists in the green economy, educational institutions should prioritize the integration of English language instruction into vocational training programs. This involves offering dedicated language courses, infusing language learning opportunities within economics courses, and providing experiential learning opportunities.

In terms of curriculum design, language courses should focus not only on general language skills but also on domain-specific vocabulary and communication strategies relevant to the green economy. By incorporating English language instruction into economics courses, students can simultaneously enhance their language proficiency and deepen their understanding of economic concepts related to sustainability, environmental economics, and green technologies.

Policy recommendations should emphasize the inclusion of English language proficiency as a criterion in the accreditation standards for economics programs in the green economy. Additionally, policymakers should provide teacher training and professional development opportunities to equip instructors with the necessary



skills to integrate language instruction effectively. Collaboration with industry partners can facilitate real-world experiences and ensure the alignment of language instruction with the evolving demands of the green economy. Adequate funding support is also crucial for establishing robust language programs that cater specifically to the needs of future economists.

#### 5.4 Limitations and Future Research Directions

It is important to acknowledge the limitations of this study. The research focused on a specific context and utilized a mixed-methods approach involving qualitative interviews and quantitative assessments. However, further research is needed to explore the long-term impact of English language instruction on the vocational competence and career success of economists in the green economy.

Future research should also conduct comparative studies to investigate the effectiveness of different language teaching approaches, methodologies, and curriculum designs in integrating language instruction into vocational training. Cross-cultural studies can provide insights into the role of language proficiency and vocational competence in economists across different cultural contexts, contributing to a more comprehensive understanding of the relationship between language education and career development.

Quantitative studies can further explore the correlation between English language proficiency and specific vocational competencies in the green economy. By employing large-scale quantitative research designs, researchers can gather data to support evidence-based interventions and inform targeted language education strategies.

In summary, the findings of this study underscore the significance of English language instruction in enhancing the vocational competence of economists in the green economy. The integration of language learning with economics education, coupled with appropriate curriculum design and policy support, can equip future economists with the necessary skills and knowledge to contribute effectively to the sustainable development goals of the green economy. Future research endeavors should continue to expand our understanding of the connection between language proficiency, vocational competence, and career success in this evolving field.

## VI. IMPLICATIONS AND RECOMMENDATIONS

The findings of this study have significant implications for curriculum design and policy recommendations regarding the integration of English language instruction into the vocational training of economists in the green economy. The following section discusses these implications and offers insights for educational institutions and policymakers.

### 6.1 Curriculum Design

#### 6.1.1 Language Proficiency Development

The study findings highlight the importance of English language skills for future economists in the green economy. Therefore, curriculum designers should prioritize the development of language proficiency through dedicated English language courses. These courses should focus not only on general language skills but also on domain-specific vocabulary and communication strategies relevant to sustainability, environmental economics, and green technologies.

#### 6.1.2 Integration of Content and Language

To ensure effective integration of language and content, curriculum designers should consider incorporating English language instruction into core economics courses. By infusing language learning opportunities within subject-specific contexts, students can simultaneously enhance their language proficiency and deepen their understanding of economic concepts related to the green economy. This integration can be achieved through project-based assignments, case studies, and presentations.

#### 6.1.3 Experiential Learning

Experiential learning opportunities, such as internships, research projects, and collaborations with industry partners, should be integrated into the curriculum. These experiences provide students with real-world exposure to the green economy, allowing them to apply their language skills and vocational competencies in practical contexts. Such experiential learning can significantly enhance their language proficiency and vocational readiness.

### 6.2 Policy Recommendations

#### 6.2.1 Accreditation Standards

Policy recommendations should emphasize the inclusion of English language proficiency as a criterion in the accreditation standards for economics programs in the green economy. This step ensures that educational institutions prioritize language education and promote the development of language skills among future economists. Accreditation bodies should work in collaboration with stakeholders to establish language proficiency benchmarks aligned with the specific needs of economists in the green economy.



### 6.2.2 Teacher Training and Professional Development

Policy initiatives should focus on providing adequate training and professional development opportunities for economics instructors, enabling them to effectively teach language skills within the context of the green economy. Teachers should receive specialized training to integrate language instruction seamlessly into economics courses, incorporate innovative teaching methodologies, and provide timely feedback on language development. Ongoing professional development programs can ensure instructors stay updated with the latest approaches in language education.

### 6.2.3 Collaboration with Industry Partners

Policymakers should foster collaborations between educational institutions and industry partners in the green economy. These partnerships can facilitate internships, mentoring programs, and guest lectures, providing students with practical exposure to language-rich professional environments. By actively involving industry experts in curriculum design and delivery, policymakers can ensure the alignment of language instruction with the evolving demands of the green economy.

### 6.2.4 Funding Support

To effectively integrate English language instruction into vocational training programs for economists, policymakers should allocate sufficient funding to educational institutions. These funds can be utilized for the development of language learning resources, recruitment of qualified language instructors, and the implementation of innovative language teaching technologies. Adequate funding support will enable institutions to establish robust language programs that cater specifically to the needs of future economists in the green economy.

In conclusion, the findings of this study underscore the significance of integrating English language instruction into the vocational training of economists in the green economy. The implications and recommendations discussed above provide insights for curriculum designers and policymakers to develop effective language education programs that enhance the vocational competence of economists. By prioritizing language proficiency development and considering the unique needs of the green economy, educational institutions and policymakers can contribute to the success of future economists in this emerging field and support sustainable development efforts globally.

## VI. CONCLUSIONS AND FUTURE RESEARCH

This section presents the conclusions of the study, summarizing the main findings, their implications, and suggesting avenues for future research in the field of English language instruction and vocational competence of economists in the green economy.

### 7.1 Conclusions

The study aimed to investigate the potential of English language lessons in enhancing the vocational competence of future economists within the context of the green economy. The key findings of this research can be summarized as follows:

1. **Language Skills and Vocational Competence:** The study revealed that English language skills play a vital role in enhancing the vocational competence of economists in the green economy. Proficiency in English facilitates effective communication, provides access to global knowledge and resources, and enhances career opportunities for economists.
2. **Integration of Language and Content:** The integration of English language instruction into economics courses is crucial for the development of vocational competence. Curriculum design should focus on combining language learning with the study of economic concepts related to the green economy, allowing students to apply their language skills in practical contexts.
3. **Policy Recommendations:** Policymakers should emphasize the inclusion of English language proficiency as a criterion in accreditation standards for economics programs in the green economy. Additionally, providing teacher training and professional development opportunities, fostering collaborations with industry partners, and allocating sufficient funding support are essential policy recommendations to promote effective language instruction.

### 7.2 Implications

The findings of this study have significant implications for educational institutions, curriculum designers, policymakers, and other stakeholders in the field of economics and language education:

1. **Curriculum Design:** Educational institutions should prioritize the development of language proficiency through dedicated English language courses. Integration of language and content, experiential learning opportunities, and the use of innovative teaching methodologies can enhance the vocational competence of future economists.



2. Policy Recommendations: Policymakers should emphasize the importance of language proficiency by incorporating it into accreditation standards and providing support for teacher training, industry collaborations, and funding for language programs.

### 7.3 Future Research

While this study has shed light on the relationship between English language instruction and vocational competence among economists in the green economy, several avenues for future research exist:

1. Longitudinal Studies: Conducting longitudinal studies to examine the long-term impact of English language lessons on the vocational competence and career success of economists can provide valuable insights.
2. Comparative Studies: Comparative studies exploring the effectiveness of different language teaching approaches, methodologies, and curriculum designs can further enhance our understanding of best practices in integrating language instruction into vocational training.
3. Cross-Cultural Studies: Investigating the role of language proficiency and vocational competence in economists across different cultural contexts can contribute to a more comprehensive understanding of the relationship between language education and career development.
4. Quantitative Studies: Conducting large-scale quantitative studies to assess the correlation between English language proficiency and specific vocational competencies in the green economy can provide further evidence and inform targeted language education interventions.

In conclusion, the findings of this study highlight the significance of English language instruction in enhancing the vocational competence of future economists in the green economy. The integration of language learning with economics education, along with appropriate policy support, can equip economists with the necessary skills to contribute effectively to the sustainable development goals of the green economy. Future research endeavors should continue to explore and refine the connection between language proficiency, vocational competence, and career success in this evolving field.

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# Yashil

## IQTISODIYOT va TARAQQIYOT

Ijtimoiy, iqtisodiy, siyosiy, ilmiy, ommabop jurnal

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